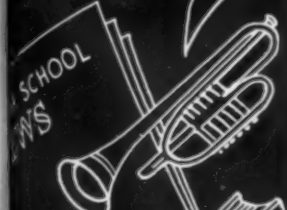


School Activities



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School Activities

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VOLUME XVI, No. 9

MAY, 1945

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As the Editor Sees It

We are delighted to welcome Mr. C. C. Harvey to our staff as Assistant Editor. With more than a dozen years of experience in secondary schools, five years with the National Education Association and the National Association of Secondary School Principals, and four years as secretary of the National Association of Student Councils, Mr. Harvey has an excellent background for this new position. He has been a frequent contributor to professional magazines. For the past three years he has headed our "Something To Do" department, and for two years, our "Assembly Programs" section, both of which he has developed and handled very successfully. Editorially, we are happy that he has accepted this well-deserved promotion.

It now turns out that two of the five bribe-taking college basketball players were "expelled" from an institution in which they were not even enrolled! No, we don't need a czar to keep college athletics pure and sweet, but a capable eligibility looker-upper might help.

Note, in this issue, the pro and the con of the school canteen idea. What has been your experience? Let's share it.

Quite a hullabaloo has been raised this year about the extra-tall basketball player, and the movement to raise the baskets in order to handicap him has received considerable approval. We can see no reason for this proposed arrangement. In the first place, it would be ineffective because the relative heights of the players would be unchanged. In the second place, and more important, it would artificially handicap a player who is gifted by nature with a certain specific ability. We don't set up similar limitations on the baseball pitcher who has unusual "smoke" or "hooks," the football player who is extra heavy or extra fast, or the track athlete who, because of some physical characteristic is a winner. So why place such an illogical restriction on the tall basketball player?

Incidentally, if a recently introduced joint resolution is passed, congressional

debates and discussions will be broadcast for social studies and other school classes. Wonder if they'll broadcast the fisticuffs and the filibusters too?

In our September number we are planning to initiate a "From Our Readers" department of correspondence — comments, opinions, reactions, questions, etc. Publishable letters are those which (1) concern extracurricular activities — articles, ideas, methods, and materials, and (2) are short and to the point. So come on NOW.

The National Commission for the Defense of Democracy through Education is advocating the raising of the compulsory attendance law to eighteen years and, as a first step, the compulsory attendance of all children until they are sixteen — in all states. Theoretically, of course, we have the sixteen-year requirement in most states; practically, we have it in few or none. The whole program sounds good. Yes, it can be financed.

On the cover of the Journal of the National Education Association for April, 1945, is Stephen Vincent Benet's prayer which was read by President Roosevelt at the United Nations Day Ceremony on June 15, 1942. Quite appropriate! Below it is the suggestion that this prayer may well be used at every COMMENCEMENT program this year. Quite inaccurate! As we have suggested before, COMMENCEMENT refers to ALL the activities of the season, GRADUATION to the diploma ceremony. If the recipient of a diploma at a graduation exercise is a graduate, is the recipient of a diploma at a commencement exercise a commencer, a commensurate, a commenct, or what?

In February we mentioned the tragic death of a high school boy who was electrocuted in a secret society initiation. Now comes another similar tragedy — this time from a chemical explosion, the senseless, needless, and thoroughly unjustifiable death of a twenty-year old university student.

Well, a happy and profitable vacation. We'll be seeing you next fall.

Teen Canteens --- Yes

THE need for a school canteen will vary with the different communities, but the need for some recreational center with limited authoritative control has become a *must* for a great number of communities and is possibly a *must* for all urban communities.

The adolescent boys and girls too often have either too much or too little guidance and objective authority exerted over their lives. It is a wise parent who knows which will have the more serious results—too much direction or too little. All too often the home and the school are the final authority to which youth must answer. In adult life the citizen directly answers to neither. Society outside of the home and school has set his sphere of safe activity. The church, the lodges, economic pressure, and community customs evaluate the adult's actions. If these acts persistently or seriously offend, the law may remove the offender. Home and school cannot intervene.

The high school graduate has had little opportunity to meet his own poor reactions in the light of opinions of his associates. His chums may report more serious acts to the teacher. In turn the teacher, with no reference to the informant, tries to give the offender guidance. Here he feels is authority. He often resents it. At the canteen, club, or Y.M.C.A. his fellow students soon take care of malicious acts, and the offender consciously feels the pressure of the social group, while he is yet young and pliable. He thinks seriously. He wishes companionship and friends more than he wishes to attract attention by uncouth or offensive acts. He sees it is a situation where blame cannot be shifted to the school or home. It is one of his own making. He learns one of life's lessons at an early stage.

"The desire for recognition and 'belonging' in one's society is a universal one. It is the desire and need to be well thought of, to have the approbation of one's society and to enhance one's standing in it." The canteens provide this opportunity in a normal adult setting. The director, trained in her job, exercises little more than normal authority of a clean commercial place of recreation.

The canteen attracts youth from the street, acquaints him with normal closing

R. E. RAWLINS

*Superintendent of City Schools
Pierre, South Dakota*

hours, develops a habit of going home earlier because his associates at the canteen usually have satisfied his craving for company and is ready to "call it a day." He experiences a certain satisfaction that is not satisfied with a smaller group at a pool hall or soft drink parlor. He knows he has been welcome at the canteen, and all too often is not wanted in commercial places of amusement and recreation because he has little or no money and is abnormally loud. It is true no recreational place will attract all youth. Many youngsters have the habit of staying home for study and will continue to do so, others have gotten too far away from accepted social groups to enjoy a purely wholesome place, but the great majority that are on the streets or are beginning to secure that freedom from home have a wholesome place to go under safe guidance.

Many pertinent arguments for a school canteen are given by students themselves. The following are representative quotations. A sophomore raised in a community of 4,000 population has this to say:

"Many reasons for opening canteens have been pointed out, but the main reason is to provide a place in which students may spend their idle time. The best feature of this is that it helps to keep the students from roaming the streets, standing on street corners, or idling in some 'jive joint' where they develop bad habits. In addition to correcting these habits, canteens help to develop good habits. By going to canteens students learn to meet people by the easiest method possible—mingling with them. In this way they develop social culture and overcome shyness and self-consciousness. By overcoming these unpleasant ones, a student overcomes the greatest difficulty of changing from adolescence to adult. By the methods foretold, students are kept out of trouble to a certain degree and learn what is right more easily."

A senior raised in a community of 300 population comes in contact with a canteen and writes:

"Morale for a Free World." Page 95.

"A school-door canteen is a 'must.' These smaller cities can't expect their youth to go right if they don't provide some sort of entertainment for them. Can anyone find a better way of doing it than to give the student a 'fun house' of their own?"

A junior writes: "I think the canteen should be continued throughout the year and other years to come. It is a morale builder for the high school pupils. Their acquaintances may lead to a long lasting friendship. There is clean recreation such as ping-pong, table games, and dancing. Soft drinks and refreshments are served. Here is one place we can look forward to going and be assured to a good time."

A sophomore raised in a city of 10,000 recently moved to a smaller city that operates a school canteen has this to say:

"Youth need a center of recreation for their leisure hours. If no such place is provided for them, they will turn to saloons, cafes, and other such places of questionable reputation. It is not true that these canteens keep the children away from their homes, for if there were no canteens, they could and would stand on street corners, in crowds, or ride around in cars. Maybe this is because most of the homes lack suitable space and facilities for groups; maybe because parents frown on group gatherings in their homes. At any rate, a supervised youth center is the

next best place for a student recreation."

A senior from the farm has made these comments: "The school age boys and girls of this day are demanding more entertainment than I think young people of our age ever have had before. For this reason, and many more, we really need a canteen. Our canteen gives us an honorable place to spend our free time. It proves most entertaining and in a way educational. We learn to co-operate with one another. It is a step furthering our American citizenship."

The preceding quotations were taken from short themes written by students in a city that daily operates a very simple canteen from 4:00 p.m. until 10:00 p.m. and remains open until 11:00 p.m. following special school activities on a Friday or Saturday night. It can be seen from their statements that the students think the canteen is an essential. When funds are available, they have great plans for improvements.

To render maximum service to youth, a school canteen should be sponsored by some constituted authority such as a Board of Education or a City Council. It should have a backing that inspires the respect of youth and the trust of all patrons. The school canteen should be free from sectarianism or political favoritism. It must be a truly democratic organization, or it fails to accomplish the objectives set forth in this article.

Teen Canteens --- No

THE "teen age" club is a wartime compromise between emotionalized parents and pampered ungovernable children. Since December, 1941, parents have become so involved in lucrative business meetings, war work, social engagements, and plain "cain-raising" adventures of their own, they have sought an escape from the responsibility of supervising the evening cultural and social activities of their children. Where children found a home without parental supervision and guidance, they sought other places to occupy their leisure hours. After the children exhausted the leisure afforded through cheap movies and supervised high school activities, they sought refuge in pool rooms, booths in cafes, cheap dance halls, and cabarets. As the novelty of just sitting and visiting in those escape joints

CHARLES J. DALTHROP

*Superintendent of City Schools
Aberdeen, South Dakota*

disappeared, they experimented with spiked cokes which eventually grew into straight bar concoctions. They progressed from ordinary cigarettes to marijuana mixtures. They moved from legitimate social dancing to all night orgies.

Instead of the home, the church, and the school facing the problem realistically and recognizing that wartime child delinquency came as a result of weakened home supervision, improper school guidance, and inadequate church activity, the three groups joined hands and apologetically said, "If youth of the modern day wants a visiting and congregating place, let's

give it to them in modified form." The adults helped them secure a hall in which were placed a few battered booths, a coke dispenser, a cigarette vendor, and a juke machine, where the neglected youth might sip soft drinks, smoke popular brands of cigarettes, visit, and kick their heels to the canned music of some modern rhumba.

Each of the clubs started with high ideals of supervision, definite hours for closing, and rules that would meet the critical standards of the most moss-backed cynic. After the early novelty of the adventure vanished, it was found that the right type of supervision could not be maintained at the money available. Parents, who were given supervisory responsibilities, differed in their ideas of standards of conduct to such a degree that the teen age customers never knew from one night to another what they might expect or what was expected of them. After one fling at supervising the neighbor's child, most parents decided they had all they wanted. As a result, many of the clubs have been left to just get along. High school youngsters soon learned to use the center as a dating bureau for the more hilarious evening activities to be found in bars, night clubs, and cabarets.

Adults with sane, analytical minds have marked the teen age center off as a negative experiment in leisure-time activity. They have realized that an outlet for youthful enthusiasm may be found in supervised high school dances, athletics, games, musicals, good movies, recreational reading, the radio, church gatherings, and the assembly of friends in the homes. The attempt to save the small minority from the wiles of the pool room, the spiked coke counter, the night club, and the cheap cabaret has threatened to engulf the majority in a training area for the light and fantastic pleasure living that France took twenty years to develop before that country realized it had undermined itself.

The teen age center offers a weak excuse for the escape from responsibility of the parent in the home, the official in the school, and the minister in the church. Using the war as an excuse to escape the youth problem that has confronted most communities, too many parents have answered that bond drives, canteen assignments, Red Cross obligations, and lucrative war work have left no time to spend at home where their children might entertain their friends, do their home work, practice their music, listen to the radio,

do recreational reading, help with the care of the home and the yard, and cultivate victory gardens. The school teacher has answered that war nerves, bond drives, scrap and paper drives, stamp sales, and un-nerved students make it impossible for him to devote evenings to supervised high school dances, athletic contests, musicals, dramatic presentations, and evening fun fests. The minister and his church corps have become so involved in planning post-war fund raising programs, war marriages, conferences, and working with a depleted staff of volunteer workers that the evening youth activities of the church have been practically eliminated.

The responsibility of caring for the youth activities is vested in the same agencies as it was a quarter of a century ago, viz. in the home, in the church, in the school. At best, the youth center is a weak escape from reality which involves all three agencies. The teen-age hangout is nothing but a program of preparing clientele for a rich patronage of taverns, roadside hangouts, spiking shacks, and money-grabbing gambling joints which are bound to spring up like mushrooms in the post-war period.

When American institutional leaders realize that the agencies that have weathered the storms of war, peace, pestilence, disaster, depression and prosperity are the home, the church, and the school, and these agencies continue with the responsibility of training and supervising youth, we need have no fear for the future of this country.

The Error

The typographical error is a slippery thing and sly.

You can hunt till you are dizzy, but it somehow will get by,

Till the forms are off the presses it is strange how still it keeps;

It shrinks down in a corner and it never stirs or peeps.

The typographical error, too small for human eyes,

Till the ink is on the paper, when it grows to mountain size.

The remainder of the issue may be clean as clean can be,

But that typographical error is the only thing you see.

—Phoenix, Arizona, Flame

Organization of a Radio Workshop

ORGANIZATION of a radio workshop isn't much different from the organization of any other school activity. To begin with, all a school needs is a teacher to sponsor the group; preferably a teacher with unbounded enthusiasm for radio and a desire to do something about it in her school.

The equipment need not be too elaborate; in fact, much of the preliminary organization and even rehearsals may be done without microphones or loud speakers. The important thing is to get a group of students together. As in so many other instances, once a problem is presented to them, they will find a way to solve it.

In the organization of one high school radio workshop the following plan worked. A general call was sent out for students interested in radio to meet with the teacher-sponsor of the workshop. Thirty-five students responded; only five of them were from speech or dramatics classes. The others came from science, social science, journalism and shop courses.

Each prospective workshop member was asked to fill in a card previously prepared, on which, in addition to the usual vital statistics, the student stated his preference in radio activity by checking one of the following items: Acting, Announcing, Writing News, Sports, Engineering, Production, Sound, Control Operator, Recording Operator.

On the reverse of the four by six card was an evaluation of the student, to be filled in by the sponsor. All members were given an audition over the public address system when it became available, but in the meanwhile the sponsor noted such items as: Good Speech; Speech

GEORGE JENNINGS

*Acting Director, Radio Council
Chicago Public Schools
Chicago, Illinois*

Defect; Poise; Lack of Self-confidence. The sponsor in a small school will know most of his students very well, but in the larger school some kind of an index for his guidance is needed.

The registration card also served as the final audition card on which the workshop member was graded in regard to voice quality, communication, inflection, emphasis, enunciation and other vocal and read-

REGISTRATION			
RADIO WORKSHOP	1945	PRESIDENT HIGH SCHOOL	
Name _____		Address _____	
Grade _____	Division Room _____	Phone _____	
Please check your interests in radio:			
Acting	Announcing	Production	
Writing	News	Sports	
Sound	Engineering	Controls	
Sponsor Comments:			

ing characteristics.

No student who evinced an interest in radio was refused admission to the workshop, even though he might have failed to pass the microphone test. There are too many other jobs to be done in radio.

RECORD OF MICROPHONE AUDITION	
Type of Voice:	Voice Quality:
Communications:	Pronunciation:
Inflection:	Enunciation:
Naturalness:	Dramatic:
Sponsor Comments:	

The students who indicated a preference for writing were formed into the Script Division; those who signed up as sound-men were organized into the Sound Division; actors, announcers, and producers formed the Production Division, and engineers and control room operators formed the Engineering Division. Each "division" was headed by a "chief," who was either elected by the students or appointed by the sponsor.

After such preliminary organization, the entire workshop met as a group to discuss plans for production activities, for that is the prime purpose of a radio workshop — to get into production activities as soon as possible.

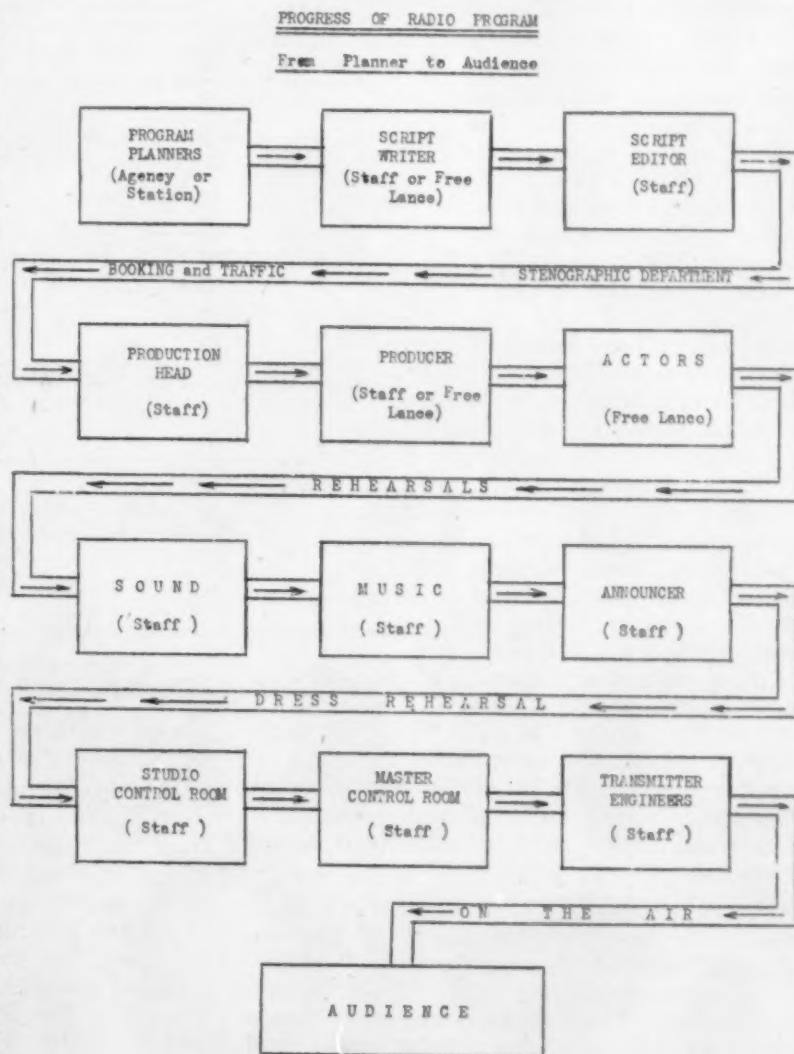
Two girls from the commercial classes volunteered to write the Script Exchange of the Federal Radio Education Committee at the U. S. Office of Education in Washington for script material and also duplicated it after it arrived at the school. They also wrote the Educational Department of the Canadian Broadcasting Corporation at Toronto, which has a loan service on educational scripts.

While waiting for this material to arrive and be reproduced, the writing division, under the leadership of its chief, began to write announcements of school activities, announcements of forthcoming salvage and war bond campaigns, and other items of interest to the student body in general.

These announcements, after being approved by the sponsor of the group, were handed to the chief of the production division who assigned announcers to prepare and broadcast them over the school's central sound

casting. This procedure familiarized the workshop members with the format and techniques of radio script writing; it acquainted them with the language of production; the sound men began to realize that they would have a job on their hands if their productions were to sound real and lifelike.

After several weeks of such preliminaries, the workshop decided to present a thirty-minute program dramatizing the history of their school. The chiefs of each division within the workshop met with the sponsor for a general discussion of the proposed program. In this meeting, specific duties were assigned to each of the



RADIO COUNCIL-WEE

CHICAGO PUBLIC SCHOOLS

When the script material arrived, several meetings were given over to a general reading of it, with no thought of broad-

divisions, and the chiefs assumed the responsibility of having their divisions functioning and on time with the required

parts of the production.

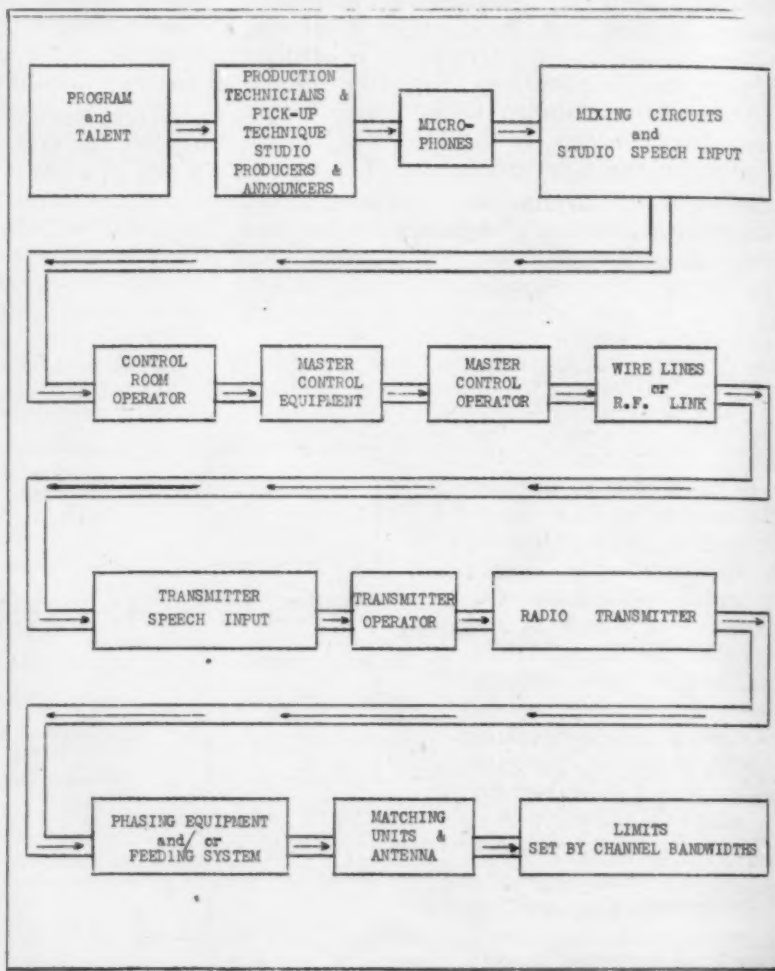
The script chief met immediately with his people and made assignments. Two girls were to do general research in the library, looking through past year-books for items of interest suitable for dramatization; some of the boys were assigned to cover sports; still others were assigned to interview the principal and oldest members of the faculty; the Chief reserved to himself the interview with the Superintendent of Schools.

After a week of work on the script, and the incidents to be dramatized had been selected, the chief of the script division met with the chiefs of sound and production. He outlined to them the proposed script, calling their attention to problems of sound and production. These heads of departments in turn went to their groups and started them on their respective jobs.

Production had to arrange for a "studio" for rehearsals, borrow a public address system with microphones and loud speakers, find a phonograph for the playing of recorded music and sound effects. The sound division had to collect a great number of miscellaneous articles in order to produce the sounds called for in the script, and they visited the local radio station in order to borrow a football crowd sound disc.

After production and sound got their materials together, the chief of the engineers stepped in and made a "set-up" for the microphones and other studio equipment. The control-operator "rode gain" on the amplifier while the sound men tried each of their manual effects on the microphone. Production had been busy casting the program from the entire membership of the group, and had held several "line readings" without using the microphone.

Finally, the morning of the scheduled performance arrived. Rehearsals were called for the first period and were to be held on stage in the auditorium, behind



THE VARIOUS ESSENTIAL LINKS IN THE CHAIN OF STEPS IN BROADCASTING A PROGRAM

closed curtains, for that is the way the performance was to be done.

By this time, everybody in the workshop knew exactly what he was to do, and from the minute the producer took charge, things ran smoothly. In dress rehearsal, every music cue, every sound cue, and every actor came in exactly where he was supposed to; the chief of engineers had plugged the borrowed public address system into the auditorium loud speakers, and the control operators "rode gain" so well that every fade in and every nuance of the actor's interpretations came through, just as they had planned.

The assembly hall was filled three times during the day, and at the close of each performance the "stage-manager" (bor-

rowed from the dramatics club for the occasion) opened the curtains and the entire cast — actors, soundmen, producers, announcer, and engineers took a bow.

And so that no one would be forgotten,

the cry went up in the audience for "author" and the seven members of the script division of the workshop stood while the producer waved his hand at them just as professionally as any network producer.

Synchronizing Speech Methods

APPLICATION TO INTERPRETATIVE SPEECH

A. SYNCHRONIC PATTERN IDEAL:

*Controlled Characterization
Within Personality Framework*

Out in the faces of the audience just before curtain time, can be read one ideal: "Help us to make-believe for this hour." . . . A *performance ideal*.

And at home, in the faces of students and parents is another: "May all this improve our George." . . . A *personal development "ideal."*

SYNCHRONIC CYCLE

- (a) Rehearsal
- (b) Fermentation Period
- (c) Performance
- (d) Fermentation Period
- (e) Rehearsal (Cycle repeats)

This cycle aims to *synchronize* the ideal of *performance* with that of *personal development*.

(1) In the case of the three-act play a new approach is necessary if "personal development" is to amount to anything more than an academic phrase. If the student is to "*synchronize the study of lines with the mental and emotional assimilation of the part*," he needs elbow room to do so. Time for "fermentation." Time for "spaced learning." Yes, time for "personal development."

(2) The one-act play, the short skit, and reading more nearly approximate the synchronic ideal. Shorter playing time removes emphasis from "learning lines" as the major problem; more time for *actual rehearsal*. Shorter plot permits more immediate recall and use of suggestions. Better "distributed learning" periods. Greater flexibility encourages more presentations in the school and community. Well-spaced intervals offer a "*better rounded speech experience and a sense of completion.*"

TO ACT IS TO REACT

The magic of synchronization is easily

EDWARD PALZER

Associate Editor, "Platform News"
Portland, Maine

lost in performance:

(a) *The student delays the reaction:*
He is a total stranger. Yet into the room



he bounces, as though he'd lived in it all his life! He delays the reaction or he omits it altogether. Here a student leaves the room without even glancing at the door on the way out.

(b) *The student rushes the reaction:*
Here he "hollers before he's bit." Or he keeps looking at the door *before* it opens. This fault is commonly known as "*anticipating the action.*"

To react is to act. Here is a typical "close-up shot" on the screen: the captain says goodbye to his crew. The camera shows the captain for a moment, then it wanders over for a close-up of the crew. The faces of the men as they file past on the deck — and here the audience gasps.

Two things will lick a play:

- (1) *The audience doesn't believe it.* (Make-believe has failed.)
- (2) *The audience doesn't care.* (Emotions have not been organized.)

One night Katherine Cornell sheds *real* tears. But she loses her audience. Illusion gives way to reality. "*Aesthetic distance, that thin line between reality and make-believe, fades out.*"

Obviously, the actor's job is to melt the eyes of the *audience*, not his own. "Los-

¹Keith E. Case. *Advantages of the One-Act Play in the Speech Improvement Program.* Q. J. S., Vol. XXV, pp. 289-294.

²Howard Lindsay. *Notes on Playwriting.* Theatre Arts, Vol. XXVII, No. 5, p. 291.

³Morton Eustis. *The Actor Attacks His Part.* Theatre Arts, Vol. XXI, No. 1, p. 37.

ing control" is neither "good theatre" nor "good personal improvement."

Does the audience *care*? Two wrestlers enter the ring. They spar for a moment. Presently the fellow in the green tights kicks the fellow in the red tights. Then he adds insult to injury by smacking his face. The crowd goes wild. "Why the dirty dog!" Already the emotions of the audience are organized. Already they have a hero and a villain.

CHARACTERIZATION

Nils Asther was working on the characterization of an old man when his director interrupted him. "You make him talk too fast for a man of that age." Asther objected. So together they journeyed to an old folks' home just outside of Hollywood.

"We found every one of the old boys in this home as mentally alert and up-to-date as a college student."

So Asther changed his voice slightly; but no mumbling; no groping for words; no trembling. Perhaps a hint of stiffness at the joints. A slight shuffle, yes. A little bend at the knees, and slowness in moving upper parts of the body. But "far more sprightly than is the general conception."

DIALECT PORTRAYAL

It is not dialect *portrayal* but *betrayal* in most cases. The student merely pounds certain *sounds*. Yet there is a difference between *speaking* "English" and *feeling* "American" on the one hand, and of *speaking* "English" and *feeling* "English" on the other.

"WITHIN" THE PERSONALITY

The student tends to slide into one of two faults:

(a) He brushes the character aside and projects only *his own personality*.

(b) He brushes his own personality aside and tries to project the *character* only. Here he acts as though the "character" were suspended from his own personality as from a string.

Neither of these students will arrive at a *synchronic characterization*. McClintic advises the student to "learn to *project character through your own personality*." Thus he comes close enough to his own personality to effect a *change*. But not so close as to spoil the *illusion* in the play.

Thus "it is not necessary to cultivate defects for the sake of 'character.' It is not necessary to grow a hump to play Richard III, or suffer from senile demen-

tia to portray the witches in Macbeth."

This does not mean that Dorothy, who is naturally timid in everyday life, should inevitably get the part of the "timid girl" in the play. That is only the path of least resistance for the director. It considers dramatic activity from the "performance" standpoint only.

B. REHEARSAL PROCEDURES

HANDLING LINES

Mr. Allen describes two faulty methods of learning lines:^a

- (1) Eye memory
- (2) Ear memory

In (1) the student "photographs" his part. He sees mere words as they look on paper, with every erasure and interlined word. He keeps his part throughout the run of the play — to look at between scenes, for he never really knows it. And should he make an inconsistent pause in the middle of a phrase, it probably marks the place where he "turns the page."

Imagine yourself doing a scene with this student, and your line is, "You motored over, I suppose."

Now his cue "over I suppose" is all of your line that would be typed on his part. He is "seeing" that cue, "over I suppose," and waiting for it. But you have an unexpected lapse of memory and transpose the cue to "I suppose you drove your car." Here he's sunk, because "drove your car" doesn't look a bit like "over I suppose."

In (2) the student learns "by ear." A few hundred or thousand repetitions, and he boasts that he knows his lines *in rotation*, that cues don't bother him one whit. So here is the scene:

YOU: Is this lady a friend of yours?

HE: No.

YOU: Did you ever see her before?

HE: Yes.

Of course, by the "rotation method" he is concerned only with saying "no" the first time, and "yes" the second. But on this dark and stormy night you are an understudy, playing the part in an emergency. And, among other things, you transpose these questions:

YOU: Did you ever see this lady before?

HE: No.

YOU: Is she a friend of yours?

^aErnest Foster. *Actor Studying for Role of Aged Man Finds Oldsters Retain Sharp Minds*. (U.P.) Salt Lake Telegram.

^bElsie Fogerty. *Speech in the Theatre*. Theatre Arts, Vol. XXI, No. 1, p. 39.

^cDo You Know Your Lines? Platform News, Vol. VIII, No. 6, pp. 8-9.

HE: Yes.

IMAGINATION

Thus *memory* alone is inadequate. It must be *memory plus imagination*.

Observe a typical classroom approach to the study of a poem. All eyes are on "Francie" as she rises to speak.

"And what's the matter with you?"

"Please, ma'm, I was just thinking of the *beauty* of the lines."

"Well, you may sit right down! We are interested only in the *meter*."

But that tiny undeveloped spark of *imagination* will not go forever unheard. When an impasse is reached on one emotion, it is the lubricant which *transfers another similar emotion as a model*.

The student then preserves in all characterization that *illusion of the first time* so necessary to each fresh performance. Thus students "foil" for each other in rehearsal. A line is spoken *orally*, then answered *mentally*; or answered in *pantomime*. Double casts exchange actors. Gradually those lines are lifted off the printed page.

CLURMAN'S METHOD

There are certain *moods* which color the play. They can be caught in a careful reading, and jotted down. These *feelings* are related to the characterization, becoming a part of it. Each member of the cast *understands all other parts as well as his own*. (Not possible if the coach merely types out "cues" for the student.) Then the group *improvises scenes* from the play, similar in thought, but "different in content and dialog."

HANDLING STAGE ACTION

At first, the student *exaggerates* everything he learns. He runs the risk of never acquiring the *synchronic concept*. If this *exaggeration* were a part, an *organic* part, of a complete pattern, the *synchronic ideal* could be held before him from the very outset.

Henning Nelms offers an answer. He suggests *melodrama* as an art form where *exaggeration* is welcome. Any exaggerated dramatic form would fill the bill: the morality play, classical drama, including Shakespeare. Here's his explanation: Exaggerated drama does not suffer through being used as a lesson in acting. "The real secret lies in the fact that all acting consists of two layers: a basic *technique*, and a superficial *style*." The *technique* is always the same, but the *style* (of play) differs widely.

"The exaggerations are so obvious that the actor has almost no tendency to carry them over to later roles.

"As a result, the *artificialities drop away and only the technique remains*. This may sound Utopian to those who have never tried it, but a test will prove it to be true."

HANDLING AUDIENCE REACTION

Rarely is an actor interrupted by applause or laughter at the *end* of his speech. So he can safely *repeat* the last part of it, since it has been drowned out anyway. In that way, he can keep repeating the line and *acting* all the while.

"Applause rehearsals" are worthwhile for student groups. They must become familiar with applause, and also with its opposite — the *cold* silence on the line they thought would "bring down the house."

CREATIVE APPROACH

Sir Cedric Hardwicke once declared that no play is "actor-proof." The best playwright leaves hidden meanings for the student to bring to light. What the audience sees and hears *on stage* is only a small part of the character's life. Yet that audience delights in feeling there is more.

Offstage sounds give the play a peculiar touch of *continuity*. The student can catch that. Indeed, he must begin acting *before* he comes on stage. He is no longer Harry, but "Dr. Carter." And the cast calls him that. His emotional conditioning begins offstage. There are quiet moments of reflection just before curtain time.

PERSONAL IMPROVEMENT

The scene is electric with emotion. But the actor is the one person who is not carried away with the situation. That is training for life itself.

Elwood Murray summarizes the value of this emotional conditioning: "To be able to produce an emotion *voluntarily* is also to be able to turn it off voluntarily. When this extends to a gamut of intense emotions, the problem of emotional instability, at least from a logical standpoint, ought to be greatly reduced."

In the "situational play" the student "acts out" a better behavior pattern, such

¹Morton Eustis. *The Director Takes Command. Theatre Arts*, Vol. XX, No. 4, pp. 278-280.

²*Blas the Villain. Dramatics*, Vol. XVI, No. 6, pp. 5-6.

³*Reevaluation of Speech in the Educational Process. P. 125.*

as that of the "courteous boy" or the "boy hero who saves the unprotected from the bully."¹⁰ Of course, not every "situational play" need be as naive as that.

In the "Psychodrama"¹¹ he "talks over" his problems and attitudes with the director. Then he "acts them out." In the quickly changing environ of the play's action, he forgets himself, and reveals what he would otherwise conceal. (The "mousetrap" again.)

At first, he is merely "in a play." Later he volunteers to act out some of his problems as a part of the performance.¹² Moreno's Psychodramatic Institute goes even a step further. Two boys who dislike each other are brought together in a play. Somehow the magic that is theatre makes petty attitudes appear ridiculous.

Competitive Athletics in Girls' Physical Education

THE value of competitive interscholastic activities long has been a subject of controversy. But even the stoutest opponents of such organized competition concede to it certain desirable features: stimulation of interest, social experience beyond that afforded by campus activities, a practical attitude toward physical training, and publicity for the educational institution. Incidentally, the last mentioned is irrelevant to physical education instruction.

On the other hand, the indictment brought against interscholastic competition contains many charges. A major one is that organized competition benefits a relatively small percentage of the student body. Another is that training for interscholastic contests frequently is overstressed, and the games are over-publicized. As a result, it is asserted, the general physical education program is slighted.

Probably these undesirable features are more in evidence in girls' teams. The consensus of opinion of the leading women instructors in athletics is that the outstanding features of interscholastic competition are primarily long distance travel, interrupted school work, unsuitable playing costumes, undesirable playing conditions, unfavorable publicity, paid ad-

"A FOLK IN RETREAT"

This marks the conclusion of a series. But a "conclusion" is not necessarily an "ending." That can be supplied only by instructors with their speech activity groups. But it will not be supplied if those instructors are merely "a folk in retreat, folk of large doubts and small enthusiasms; distrustful, a bit scornful of emotions." For the young men and women under their direction are "instinctively and inescapably emotional. They need only to lift heart and mind to something larger and nobler than self."¹³

¹⁰Edna Baxter. *Mental Hygiene, Speech, and the Child.*

¹¹Hamilton. *The Psychodrama and its Implications in Speech Adjustment.* Q.J.S., Vol. XXIX, No. 1, pp. 61-67.

¹²Ruth Borden. *Use of Psychodrama. Sociometry,* Vol. III, p. 81.

¹³Philip Burke. *Who'll Teach the Teachers?* Columbia.

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missions, and male coaches. They point out that male coaches cannot be expected to understand the health problems of girl players and cannot gauge their limitations. Furthermore, much harm comes to the individual players and even to the coaches when their names, pictures, and testimonials are over-used in commercial advertising.

The first major indictment mentioned is worthy of consideration now. The problem of physical education department should be to provide equal opportunities for physical education to all members of the student body, not to a relatively small percentage of it. There should be physical activities in which all students are included. Where girls are concerned, the objective should be: "Every girl in a game, and a game for every girl." But games are not the only source of activity.

A great many girls equally seek specific instruction in posture, body control, rhythmic movement, as well as individual skills in sports. Few authorities would exclude all athletic competition. Most

would accept interscholastic contests if the objectionable features were ironed out or lessened. Properly controlled school competition, especially where girls are concerned, would serve the interests of physical education better than elimination of this competition.

Physical education for all students impartially is, of course, practical democracy. While such games as basketball are more popular and more colorful, many students are not fitted physically for such strenuous sports. They may be able to participate and even excel in other sports. Sometimes girls have acquired earlier in life some special skill such as swimming or tennis. Intramural competition, so-called, usually satisfies urges and rivalries.

Since one aim of physical education is to develop an interest in health and healthful exercises that will influence students all their lives, care must be taken to provide activities that are at once the most attractive and most productive of desirable results. The adult life of students is likely to be affected by the physical education received in school and college in direct proportion to the range of their activities in individual and team sports. This seems to be true in spite of individual preferences, because a comprehensive program is more productive of lasting practical results than are two or three highly specialized sports. Yet the opportunity for competition furnishes incentives to excel, and contests under proper control are useful in that they implement the instruction undertaken. They do so by serving the ends of rivalry and making this phase of physical education popular with students because of the "fun they get out of it." But all competition associated with physical education should be, at most, only secondary, only a means to an end. In a statement of general policies in girls' athletics, the Ohio Department of Education some years ago wrote:

"Interscholastic athletics, as such, are of questionable value. Where they do exist, because of lack of numbers for any other form of competition, they should be a part of the physical education program. They do not, under any circumstances, come first.

"A physical education program including every girl in some activity is the foundation. No money, time, or effort should be spent in developing a 'varsity' until adequate facilities, equipment, and

teachers have been provided for the general student body.

"This is wholly in accord with the democratic principles of modern education. Varsity teams represent the peak of the program, not the center. To have every girl 'in the game' should be a standard by which to judge athletics, not the number of victories or championships. . . .

"This is the main basis upon which they (athletics as a part of the curriculum) can be justified. Their educational value lies in the opportunities which they offer to girls to get along better with one another, to enjoy their leisure time, to improve their physical control, and to develop their health."

The same article shows a marked lack of enthusiasm about rallies, yell leaders (pep squads), hysterics after victory, melancholia after defeat, excursion trains, banners, broken school days, expensive cups and sweaters, over exertion, and extensive publicity.

All play in the form of physical activity is, of course, more or less competitive; but it is fundamentally far removed from highly organized competition. The National Section on Women's Activities says in a current publication:

"The joy in natural play activities is of great value to persons of all ages. If all girls and women engaged in active sports could say, 'I play because I enjoy playing,' one of the most valuable results of play would be realized.

"The social values of play appear to be more important than ever before. Ability to get along with others in a friendly manner in unexpected and trying situations may mean the difference between a progressive civilization and regression into outworn ways.

"Play fields furnish fertile soil for social growth. Leisure hours offer a good opportunity to develop wholesome values through play.

"Girls of school and college age should be able to find opportunities for constructive play during out-of-school hours and vacations. The girl should bring from school knowledge of games and a desire to play."

As a means of helping the student to make the best use of physical education training in later years, this suggestion in the article is valuable:

"The community should offer facilities and qualified leadership so that her play may continue through the years from

level to level without interruption."

After their college years, few persons play such strenuous games as basketball and football. Generally, they are not in physical condition to play. Their athletic activities, then, must take the form of other games or tests of physical ability and skill. Golf is a favorite with many; tennis, badminton, archery, kitten ball, and, to some extent, swimming, are also popular. These and some others are the more "lasting" sports, popular long after the "tumult and the shouting" associated with the basketball and football games of college days have been forgotten.

It does not appear that there is marked criticism of inter-high school contests. These do not appear to be unduly stressed or publicized. Trips between schools are not long, and while it is certain that in some cases only the squad members receive any real athletic training, there is, at present, strong justification for the situation.

High schools in smaller towns cannot provide equipment for extensive instruction in physical education. In these schools there usually is opportunity for a fairly large percentage of the student body to practice, or play, competitive basketball. In winter the inter-school games and tournaments furnish what is often the main public entertainment of their respective communities. For this reason, even considerable publicity and pep squad activity seem justified. In the larger places, on the other hand, where facilities for fairly extensive physical education programs are available, it should be possible for the schools not only to maintain a basketball squad but also to give adequate attention to general physical education needs. The need served by these teams and the fact that they are not accompanied by too much publicity or other undesirable features, certainly warrant their maintenance. Yet, in order that the greatest good may be done for the greatest number, the over-all demands for physical education in high schools and in higher institutions should preclude all over-emphasis on any sport.

There is, of course, far less competition of the spectacular type among girls' teams than existed in former years. This is due in large measure to the efforts of school faculties and interested organizations.

One of the latter is the National Amateur Athletic Federation. Lillian Schoedler, Executive Secretary of the Women's Division of the Federation, wrote as far

back as 1924:

"Our greatest thrill . . . came from the abolishment of a high school girls' state basketball tournament in the south in which girls' teams, traveling in many instances two hundred or more miles from home, would play for three days and three nights, and according to the report which was sent us, 'have a gay time while there.'"

"Last year sixty-four games were played in this tournament, the weaker teams, of course, being gradually eliminated, but the stronger ones fighting their way through the semi-finals to the finals!"

"For some time the state superintendent of physical education had been warring against these annual contests and last spring the state association abolished it."

The secretary further charged that male coaches too frequently had the coaches' point of view only, that winning teams should be developed regardless of the individual benefit, either to the players in health or in real physical education. She also stressed the need of mass participation in athletic activity, pointing out that, while stars are interesting and spectacular, those in greater need of the benefits from athletics are the less skilled and unskilled students.

At that early date the women's division of the federation was definitely against a policy of inter-competition for girls. The secretary, who herself had been a star athlete, based her opposition to competitive athletics for girls on her own experience. The women's division warned against exploitation of girl stars and against girls' teams for publicity purposes. These warnings are still being sounded.

What Is Education?

"What, then, is education, and how are we to educate? As yet there is no agreement on these points. Men are not agreed as to what the young should learn, with a view either to perfect training or the best life. Nor is it clear whether, in order to bring about these results, we are to train in what leads to virtue, in what is useful for ordinary life, or in abstract science."

The above statement, in the same or similar words, might have been made yesterday in Pasadena, or in New York. Actually it was made by Aristotle in Greece about twenty-three hundred years ago.—Pasadena, Calif., School Review.

Photography is a hobby enjoyed by literally millions of people of all ages, nationalities, and both sexes. Among its followers are people of all walks of life, temperaments, and interests for whom "the camera serves as a great common denominator."—Lewis L. Robbins.

PTA Founders' Day

A DRAMATIZATION entitled, "The Child of Tomorrow's World" was written and produced for our Parent-Teacher Founders' Day Program. The subject has been suggested for the theme of our Parent-Teacher work for 1945.

The setting for the dramatization was a library, an essential part of the educational system. The principles of democracy were depicted in the dramatization, and citizens were asked to demonstrate their faith in democracy by a willingness to support and promote the educational program of our public schools — the bulwark of democracy, without which we cannot expect to preserve freedom of thought, speech, and inquiry. "The Child in Tomorrow's World" was an effort to teach the student to think and discuss for himself, to search for the truth in an unbiased way and to live the rich, meaningful life which is fitting for every citizen in a democracy.

The dramatization showed the need for a better understanding of today's youth by portraying the many complexities of modern life and the rapid social changes which our teen-agers have to face.

The responsibility of parents and teachers in preparing their children for the world of tomorrow was the theme underlying the program of the Founders' Day dramatization. It was given by an all-student cast presenting the challenge to Mr. and Mrs. Average Citizen. With a fitting memorial candlelight ceremony in honor of the PTA founders, an attempt was made to show the characteristic which the PTA desires to instill in students. The school's fifty-eight-piece orchestra gave a short recital preceding the program, and a state assemblyman, who is also the Chairman of Education in the State Legislature from York, gave an address on "The Importance of Education for All."

A forum immediately followed the dramatization, and members of the audience were given an opportunity to ask questions and to discuss matters pertaining to education. Many views were expressed. Much interest was shown by teen-agers and parents, and some of the questions discussed were paramount ones to education.

What are we doing to prevent a cycle of war-and-peace? Why are so many of

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our people uninterested in the welfare of "The Child of Tomorrow's World"? What have our teen-agers to look forward to? Will there be jobs for the future citizens, or will they belong to another "lost generation"? What change is taking place in our children today which will affect the children in tomorrow's world? Are adolescents of today more seriously affected by the war than are persons of any other group? Are adolescents a product of selective heredity toward adjustment? Are our means of measuring the extent of juvenile delinquency satisfactory or are data often misinterpreted? What changes are necessary in our school curricula to make way for the "Child of Tomorrow's World"? Are anxiety and fear the dominant emotions which are on the increase today? Can education do more than anything else to develop tolerance and fair play? Can educators perform the task alone? How has the war effected a change in public attitude toward child labor? What are the effects of child labor during the war? What really makes a nation great? How can the PTA help and become more effective in this stupendous task of providing for the future citizen? What progress is being made in the role of education in postwar planning?

Here are some conclusions brought out. Schools must meet the existing conditions and exemplify democracy in action. Classroom and school life in general, as well as home life, must provide our children with the opportunity to learn democratic living. Students must be given more responsibility and taught to assume it. There must be relief from pressure, and the gap between theory and practice in school work must be closed, so as to permit the student to develop his intellect, personality, and individuality. The students must learn to use their education for the good of mankind, learn to work together toward a common goal, and accept democracy as a personal responsibility, rather than as a personal privilege.

Our schools must tie in more closely with community life, but we must be care-

ful not to sacrifice necessary formal education. A sincere understanding of concepts and values is vitally important. They are greatly needed to carry on our present aims of international unity.

Many of our children who are "in and out" of school are receiving a scanty education. There exists today more parental neglect than juvenile delinquency. Too much stress has been put upon money and the things that money can buy. There has not been a clear distinction between life and the symbols of life. Teen-agers have been faced with disillusionment. They defy their rationalizing elders to give them new ideals. Their lack of adjustment, due to situations contrary to American standards for which youth is not responsible, gives them an irresistible urge toward vengeance. Neither industry nor the war should permit exploitation of teen-agers. The "Child of Tomorrow's World" should be kept in school and trained to live and to make a living fitting for every citizen in a democracy.

Council-Sponsored Carving Boards

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IS THE appearance of your school desks and woodwork marred by thoughtless students carving names, initials, etc., on them? Ours was, and this is an account of what our Student Council did about it.

This story really begins two years ago. It seemed that an "epidemic" of wood-carving had sprung up within our school, especially among the younger students. Although we were a fairly small school (enrollment 140) this was rapidly becoming a serious problem. Our Student Council, then in its first year, decided to investigate and see if a solution could be worked out.

After considerable study a committee report was submitted proposing the idea of a "carving board." This was to be a large board on which students were to be invited and encouraged to carve whatever they wished. By this means it was felt that the students could satisfy their natural urge for recognition but at the same time school property could be protected.

After considerable discussion it was decided to adopt the proposal.

Accordingly, a large soft pine board was purchased. The size of this board would have to be varied according to the size of the student body. We allowed approximately four square inches of area for each student in school. Although this rule was not too strictly enforced, it did prevent any one student monopolizing the entire board and gave all an equal chance, we felt.

After we had secured the board we had it attractively finished with shellac and varnish. Then it was mounted in a suitable place where students would have a chance to make use of it in their leisure time. In our school this place was found to be in the front of the study hall, but that will vary with different schools. The important thing is to have it where students have easy access to it.

As soon as the carving board was initiated at our school, the students enthusiastically made use of it, and names, initials, designs, etc., appeared on it almost overnight. These ranged from crude to very fine workmanship, some of them being excellent examples of the wood-carver's art.

Various novel ideas could be tried with such boards. For example, one board might be heart-shaped and reserved for boys and girls who were in the "holding-hands" department. If they so desired various school organizations could have separate appropriately-shaped boards for their members. For instance, an F.F.A. chapter might have one in the shape of the F.F.A. emblem; choruses and bands could have them shaped as lyres; and other organizations could work out their own original designs.

In the past two years, carving on desks and woodwork here at W.C.H.S. has been materially reduced. While we do not claim all of this credit for our carving board, we feel that it has been an important factor in this reduction. At any rate, it does promote better school spirit, and we feel that it is a worthwhile project for any council to sponsor.

Recreations in which more persons than one take part are far superior in this respect to those of a solitary nature.—*Fisher and Fiske in How*

Play and art reflect the values of the civilizations that gave them birth, and the art is great art in proportion to the human rightness of these values.—*Ruth Chorpennin Norris.*

Dynamic Student Body Elections

(Concluded from last month)

ORGANIZATION of the election day procedure should be based upon the standard state procedure in the immediate school area. The school shops constructed a set of voting booths and ballot boxes similar to standard equipment and necessary rubber stamps and pads were purchased from stationery stores. The student body is divided in precincts corresponding to classes, and separate polling facilities are provided for each precinct. To handle a precinct of four hundred students, a committee of five is required. This committee is composed of two registration clerks, and two judges, and one inspector who is in charge. The registration clerks check the registration file and identify the voter, the judges approve the right of the voter to a ballot, and the inspector is in charge of the ballot box and supervises the placing of the ballot in the box by the voter.

The counting of the ballots may be accomplished by separate committees working simultaneously with the election, or the ballots may be locked up overnight and counted the following day. In the counting, it is imperative that no intimation of how the election is going should be given to the student body until the polls close. Proper safeguards will accomplish that end. Where large numbers of ballots are to be handled, one room should be set aside for counting under the supervision of a responsible faculty member. Our Social Science Office is turned over entirely to this purpose for the full day and locked to all except the election committee. The work is broken down into the following operations.

1. All ballots are carried to the counting room by authorized persons. They are then stapled into lots of ten, each lot is given a code number, and a record is made of the number of ballots collected.

2. Counting committees of three members then are assigned to tabulate the votes. Tabulation sheets are printed on the mimeograph with the names of the candidates in the order in which they appear on the ballot. The sheets are ruled in ten columns and a total. At the head of each column appears the number of the packet of ten ballots that are to be tabulated in that space. One of the com-

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mittee acts as the reader while the other two, each working on a separate tally sheet, read and record with tally marks the ten ballots in that lot. Then the two tally clerks check their counts on each office, and any discrepancy is immediately checked back to the ballots. When the count is rectified, a new packet is taken, the number recorded, and the count is made. When the tally sheet is completed, no totals are drawn by the clerks, but the members of the counting committee sign the tally sheet certifying its correctness. The completed tally sheets are then filed with the supervisor of the counting room, and when the voting is completed, a separate committee counts the tallies, and the results from the first tally sheets are then transferred separately to a master tally sheet. To insure accuracy, two individuals are designated to do this work, each working separately from different primary tally sheets and checking figures after each entry. The final count may be obtained by the use of calculating machines operated independently, with the results cross checked for accuracy at every stage. The emphasis upon double checking of every tally and every count cannot be over-stated. Nothing can so quickly destroy the confidence of students in student body government or in democracy itself, than sloppy elections. The experience of working under a real situation demanding absolute accuracy makes a vivid impression upon the character of the students concerned.

As a means of assuring honesty in voting, and increasing the realism of the situation, a system of registration is required. Under the rules for elections, all students are considered entitled to vote, provided they were registered and had voted in the last previous student body election held since the student had enrolled. Registration is granted upon enrollment, but failure to vote in a primary or final election in the previous semester then makes the student ineligible to vote until he renews his registration during

regular registration periods. The record of registration is maintained on a card as shown above. These cards are kept filed by classes. Each semester the files are checked against the roll of the school, and the file is brought up to date by entering cards for new students and by withdrawing the cards of students who have left. A record of voting is kept by stamping the cards with a date stamp in each column, and as students receive their ballots, they are checked off on the card. This prevents double voting and the signature on the card serves as identification of the voter.

As mentioned earlier, the administration of the election system is directed by a representative of the Social Science Department who serves as faculty election sponsor. The detail work of planning the election, maintaining the registration files, and other matters is placed in the hands of the rotating committee composed of six members of which two new members are appointed each semester from the B11 class. This plan gives continuity in the organization, and the members of the graduating class are not required to serve on the committee. The conduct of the campaign is directed by an Election Manager appointed by the Student Commission. It is planned to make the Chairman of the Election and Registration Committee Election Manager in order that he may have the experience of having worked in previous elections. All the work at the polling places and in the counting rooms is carried on by the civics classes as a part of their training in practical citizenship.

In the evaluation of student elections as citizenship training, certain criteria should be applied: (1) is the process life-like? (2) is it efficient and honest? (3)

do the students carry responsibility? (4) do the students participate freely without compulsion? (5) do the students actually turn out to vote? In the application of these criteria to the elections of Alhambra High School, the answer to each of these measures is yes. The election process has come to have meaning and value in the minds of the students. Constantly the administration has been on the alert to avoid teaching empty formalities of citizenship without stressing the significance of the meanings and ideals of our American heritage. It can only be hoped that the interest and ideals developed will carry over the critical period between graduation and majority to bring the youth into a full participation in mature citizenship.

Frankly, there is still one respect in which we are not satisfied with our student election. Many of the best qualified students are not even nominated and we sometimes find important offices in the hands of those far below the calibre of leadership that actually should be evident in a student body of our size. Our Social Science Department is making this a subject of discussion at its first meeting of the new semester. Somehow, we hope subtly to stimulate better recognition of genuine qualities of leadership on the part of the student body, as well as more eagerness to hold office on the part of those who are best fitted to lead. This mediocrity of tenure, so in the fiber of both local and national contemporary politics, presents a problem which other high schools may have had better success in solving than we. If so, they are urged to put their methods in print, so that we may all make strides in our attempt to raise the general level of office-holding.

Teach Them to Dance in Jr. High

IN OUR school, which is a combined junior-senior high school of approximately six hundred students, class and All-Hi parties are the major portion of the social life of the students. Until recent years junior-high class parties meant a picnic or a gathering in the gym for group contests, table and parlor games, and of course, refreshments. Social dancing was not a part of the entertainment. In contrast to this, all senior high parties, through choice of a majority of students,

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were and still are dances. These include a variety ranging from "stag and hag" and "Sadie Hawkins," to formals and proms.

As a result, these high school parties were great fun for those who had learned to dance at home or through private lessons, but a source of embarrassment and disappointment for those who had had no opportunity to learn to dance and must sit and watch or stay away.

Several years ago some far-sighted junior high students, realizing that they soon must learn to dance or become resigned to the fate of being a "wallflower" or spectator at high school parties, asked for instruction in social dancing. The request came after the second semester of the year had started, and it was not possible to put dancing in the school curriculum. However, after consultation with school administrators, an elementary school gymnasium was made available in after-school hours. The interest was great enough that a large group of seventh and eighth graders were willing to come once a week to the elementary building from the high school and to pay for a pianist. Out of this simple beginning has grown our present program of instruction in social dancing in the junior high.

THAT PROBLEM OF SCHEDULING

The following year, the administration, realizing that there was a definite interest and need for instruction in social dancing, agreed to schedule a weekly class in the curriculum. Since this was to be a required class and since it was believed there would be some who would be indifferent and perhaps even antagonistic to the idea, it seemed wise to start on a small scale. For these reasons, a class was scheduled for the seventh, but not the eighth grade, hoping to build up interest for future years by starting with the incoming class.

Scheduling the class was a problem, since there was no activity or study hall period for junior high. However, the boys' and girls' physical education and health classes met the same period on alternate days, boys for three days of gym and girls for two. The logical arrangement seemed to be to combine the girls' health and the boys' gym classes into a social dance class once a week. The first year there was some protest from boys who disliked missing that third gym class, but in succeeding years this arrangement has been so taken for granted and the interest has increased to such an extent that it is greatly looked forward to by incoming classes.

After several years of instruction in the

seventh grade, repeated requests from eighth grade students and their parents for a continuation of this activity indicated that it was necessary to find some place for an eighth grade class. Such a class was scheduled this year. However, the arrangement made in the seventh grade could not be used, since physical education alternated with music. As a result, the class was scheduled every second Friday by combining the boys' gym and the girls' music classes.

INSTRUCTORS

NEED NOT BE PROFESSIONALS

The first after-school class was taught by the girls' physical education instructor with the help of a student pianist. The following year, realizing that one hundred or more adolescent boys and girls would be enrolled in the class, the instructor felt that faculty assistance was necessary. The junior high music teacher was the solution to this problem. This was found to be advantageous in a number of ways. Four eyes were better than two both from the point-of-view of observing those who needed individual help and those who needed a "restraining hand." Activities of the class were planned together, and out of discussions of these were evolved many different devices and procedures. Rhythm, the basis for good dancing, was strengthened by both a physical and musical approach.

WHAT IS TAUGHT AND HOW

What is taught? The one-step, the two-step, combinations of these, the waltz, the polka, some country dances, and of course, current popular dance routines such as "jitterbugging" and the Conga. But there is more to a dance class than mere teaching of what to do with the feet. There's that problem of party etiquette. We talk about it but practice it, too: the correct way of asking for a dance; the girl accepting courteously whether the boy is poison to her or not (for we do not refuse a dance in class); taking the girl off the floor and thanking her for the dance; how to show our moms and dads that we appreciate their coming to our parties by asking them to dance and thanking them for coming (and how the grown-ups love it); and carrying that wobbly paper plate of refreshments without an embarrassing spill. Only by actual practice can these things become easy and become a real part of the learning how to dance.

Is the boy-girl relationship a problem?

Of course, for some, but many things can ease this situation. Take dance position the first day before the boys and girls can become too self-conscious about it. Practice asking for a dance. If there are more girls than boys, have the girls take regular turns at dancing with girls, thus eliminating the embarrassment of the ones who would rarely be asked by a boy. Insist that no boy dance with any girl more than once in a period, avoiding "couples." Take the whole question as a matter-of-course. Don't make an issue of it.

What keeps them interested? Variety, for without it the class would soon lose its spontaneity. Variety in activities is vital. A class may contain some work on new steps, some free dancing, something "just for fun" as a "Broom Dance" or the "Ko-Ki-Ko," and some opportunity for the boys and girls to demonstrate before each other. Nothing is more deadening than too much talk by the teacher and prolonged practice upon one step. Variety in demonstration is a great stimulant to better dancing: a little by the teacher, a great deal by good dancers in the class, and some by senior high school students (football players and popular "co-eds" preferred). Variety in music is important. The piano must be used for teaching new steps and special dances, but be sure to include those "Hit Parade" numbers. If a school "juke" box or play-back is avail-

able, its use with good dance records of strong rhythm will do much toward keeping the class alive.

The same activities, procedures, and devices cannot be set down for use year after year, for each group of students has been different in its interests and reactions. The teacher must be sensitive to the response of her group and adjust her program to suit it. Don't be unwilling to discard what was a good idea last year and don't be afraid to try something new. Capitalize on suggestions from the boys and girls. They often prove to be most helpful.

YES, TEACH THEM TO DANCE

Has the program been worthwhile? Here are some of the reasons why we can answer "Yes."

1. A kinder attitude of boys and girls toward the less popular students.
2. A more natural approach to the problem of boy-girl relationship.
3. An added interest in personal appearance of junior high boys and girls, unquestionably noticed on dance class days.
4. Better social behavior and more natural atmosphere at junior high parties.
5. An opportunity for variety in types of junior high parties.
6. Requests for more senior high school dances.

An Elementary School Geography Exhibit

WE ALL like to create. Boys and girls want to make things that are different and that show the facts and principles of their classroom work. All year the youngsters of my classes have been encouraged to use their own imaginations and creative abilities to make objective materials which illustrate their geography knowledge. Even the slowest pupils responded, and many times they were more clever at constructing objective materials than were their brighter fellows.

The increased interest in geography, due to these ventures outside the prescribed textbook, was surprising in its magnitude. The pupils were not only more interested, but they learned more, and retained what they had learned much longer, than they ever had under the old formal-

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ized "textbook" method of teaching.

The pupils created so many fine objective illustrations of their geography work throughout the year that we decided to have a geography exhibit along with the annual school art exhibit. This gave new impetus to the construction of materials and (to my satisfaction, but almost unthought of by the pupils) an increase in the knowledge, use, and retention of geographic principles and facts. As a snow ball grows larger and larger as it rolls down a hill, so our interest, skill, and knowledge of geography grew larger and larger as we collected more objective geographic material, which illustrated the

principles and facts of geography, for the exhibit.

MATERIAL USED IN PREPARATION FOR THE EXHIBIT

To prepare for the exhibit, we decided that all who wanted to should prepare an "outside the schoolroom" project subject to the approval of the instructor, and that each pupil should work as a part of a group in preparing a "classroom" project. This was something new and interesting. This was an opportunity to use geography, rather than memorize facts concerning it. The variety of the projects developed was surprising. Here are some examples:

Two of the girls constructed a scene on the shore of the Congo River in Africa. They built a small paper hut out of brown paper. Around it they scattered a layer of green paper cut like grass. Three palm trees were made out of green and brown colored paper, and these were placed near the hut. A small brightly colored imitation bird was fastened to one of the palm trees. A small tiger was placed so that he would appear to be stalking a zebra in the tall grass. This project was on a piece of cardboard about two feet long and one foot wide.

Two other girls constructed a scene from the arctic region. They made it out of cotton, dolls, and small toy animals. This, too, was on a piece of cardboard about two feet long and one foot wide.

Another group worked on "means of transportation." A small raft, a flatboat, a dugout, a canoe, a show boat, an automobile, a railroad train, an ox cart, and an aeroplane were constructed to show the means of transportation on water, on land, and by air. Others of the group constructed a picture chart of the evolution of railroad trains. Some of the pupils printed posters to explain the project. These were displayed on shelves which had been made earlier by the geography clubs.

A fourth group of pupils worked on "means of communication." Small imitations of radios, telephones, telegraph sets, Greek runners, moving pictures, slides etc., were constructed out of soap, wood and clay. These, too, were displayed on the shelves.

A number of camera pictures had been taken of the geography clubs and classes during the school year. These pictures were displayed on a large piece of cardboard. This display interested parents immensely.

A number of maps had been collected throughout the year. These were mounted, and cards were printed by another group of pupils to explain them.

The geography clubs had constructed two large, five-foot-square maps of the world. These were finished and cards were printed to explain them. The maps were made from a mixture of salt, flour, and water used on a wooden frame. The mountains were colored pink, the plateaus were colored yellow, the lowlands were colored green, the borders of the countries were black, and the oceans were painted blue.

Some of the pupils constructed jig-saw maps of various countries and pasted them on cardboard. We have ten of these jig-saw maps.

Another group collected library materials for geographic purposes throughout the year and prepared posters to explain this material and its use.

VALUES OF THE EXHIBIT

Some of the values were for the pupils, some for the teacher, and some for the parents.

One of the chief values of the exhibit was the increase in interest and knowledge received by the boys and girls in geography. They now think of geography as a real live subject and not as a tiresome memorization of facts and principles. They are continually thinking of ways in which they can use the principles which they learn in geography to improve their own environment, and to find out how other people are improving their surroundings. They are actually doing; and by doing, they are learning. Their learning is not passive; it is active. Pupils are using and illustrating the things that they learn.

The values to the teacher are that he is getting a "real kick" out of teaching geography. He looks upon himself as a helper, a teacher, aiding pupils to think through their problems. He is not leading tourists but he is training other guides to find for themselves. He is deriving pleasure from his work.

The people of the community were able to see what the boys and girls were actually doing in their geography classes. They saw the interest and enthusiasm of the pupils in their work, and that pleased them. About a thousand persons visited the school during the two days of the exhibit.

Assembly Programs for September

The 1945-46 term will be the third year for the present series of articles on assemblies to be published in *School Activities*. It also will be the third year for schools to plan their assembly schedules under wartime conditions. There is much evidence that since the outbreak of the war school assemblies, as well as many other student participation activities, have gained a new impetus.

Many schools follow the plan of developing their schedules of assembly programs a year in advance. A procedure which is probably practiced in fewer schools is to select a central theme and to build the programs around this theme. The plan initiated a year ago of publishing program suggestions a month in advance of the date for which they are scheduled enabled more schools to make maximum use of the ideas. This method will be continued; therefore, the first article is being released in the May number of *School Activities* to make it available for reference in planning September programs, and in formulating the assembly schedule for the 1945-46 school year.

In order to make it easier for schools to unify their programs for the year around a central idea, the following general theme is proposed: "Planning for Participation in Tomorrow's World." It is suggested that schools adopt this theme or one more appropriate around which to construct their programs. A subordinate theme for each month in the school year might be suggested, but some schools have found that one theme for the year is more satisfactory. Each program on the assembly schedule should have a definite purpose, and it should be planned in a way to give emphasis to the general theme selected for the year.

The policy will be continued in the articles published during 1945-46 of outlining one program for each week the majority of schools are in session during the year. A tentative schedule of thirty-eight programs has been developed. Each school, however, should work out its own schedule in order to fit its particular needs and interests. The tentative schedule of programs to be outlined in these articles is as follows:

SEPTEMBER:

3-7—Welcome to School and Installation of Freshmen as New Members—Student Council and Principal.

10-14—The Place of Extracurricular Activities in the School—Director of Activities and Officers of Extracurricular Groups.

17-21—Forum or Panel Discussion on Current Affairs in Observance of Constitution Day, September 17—Social Studies Department or American Problems Class.

24-28—Football and Pep Assembly—Athletic Council, Coach.

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Nyssa Public Schools

Nyssa, Oregon

OCTOBER:

1-5—School Affairs Program—Launching Campaigns for Punctuality and Attendance, War Savings, Installation of Officers, etc.—Student Council, Principal, Assistant Principal.

8-12—Program in Observance of Columbus Day, October 12—History Department.

15-19—How to Use the Library—English Department, Librarian.

22-26—Music Program—Music Department.

October 29-November 2—Safety and Fire Prevention Program—Science Department and City Officials.

NOVEMBER:

5-9—American Education Week and Armistice Day Program—Dramatics, History, and Public Speaking Departments.

12-16—Book Week Program—English Department, Librarian.

19-23—Know Your School Program, Speech by Principal or Local Citizen, or Exchange Program with Neighboring School.

26-30—Annual Thanksgiving Assembly Program—Special Committee.

DECEMBER:

3-7—Awarding Football Letters and Preparation for Basketball Season, Physical Education Demonstration—Athletic Council, Athletic Director, and Physical Education Department.

10-14—One-Act Play Contest—Classes or Dramatic Club.

17-21—Typewriting Contest and Demonstrations from the Commercial Department—Commercial Department.

24-28—Annual Christmas Assembly Program—Special Committee from Music, Dramatics, English, and Home Economics Departments.

JANUARY:

7-11—How the School Paper is Produced—Paper Staff, Journalism Class, or Quill and Scroll Society.

14-18—Debate Between Literary Societies in School, Between Teams of Local and Neighboring School, or a Thrift Week Program for Franklin's Birthday, January 17—English or Speech Departments.

21-25—Exchange Program with Neighboring School—Assembly Committee.

January 28-February 1—Senior Student Program—Senior Class.

FEBRUARY:

4-8—Program on Vocations—Outside Speaker

and Student Panel—Assembly Committee.

11-15—Lincoln's Birthday Program—History Department.

18-22—Better Speech Program—English or Speech Department.

February 25-March 1—Student Talent Assembly—Special Committee.

MARCH:

4-8—Program on Good Manners or Personal Relations of Students—Guidance Director or Special Committee.

11-15—Student Hobby Show Program—Home-rooms, Clubs.

18-22—Public Health and Safety Program—Science and Health Departments.

25-29—Baseball and Pep Assembly—Athletic Council, Cheer Leaders.

APRIL:

1-5—Forum Discussion or Town Hall Meeting on Current Problems—Social Studies Department.

8-12—Arbor Day Program—Science Department or Club.

15-19—Scenes from Annual Operetta, Exchange Assembly with Neighboring School, or Pan-American Day Program—Assembly Committee.

22-26—Come to High School Program for Classes Expected to Enter High School the Following September—Student Council, Principal.

April 29-May 3—May Day Program—Physical Education, Dramatics, Music, and Home Economics Departments.

MAY:

6-10—Awards Assembly—Athletic and Non-athletic Letters, School Prizes and Certificates—Principals, Coach, Heads of Departments.

13-17—Fashion Show—Home Economics, Dramatics, and Music Departments.

20-24—National Honor Society Program—National Honor Society Chapter.

27-31—Senior and Parents' Day Program—Senior Class.

FORMULATING THE ASSEMBLY SCHEDULE

The above schedule, which probably will be revised somewhat as the other eight articles are written, might prove useful to assembly committees as a sort of pattern of what could be done in formulating their own schedules a year in advance. It was developed with the generally accepted principles of assembly planning in mind.

In making its schedule the assembly committee should have a practical plan for assigning dates to the departments, organizations, and other groups which desire to sponsor programs. After a tentative schedule has been developed, it should be discussed in faculty meetings and with representatives of groups which will present programs. The schedule should be arranged so as not to overburden any one department or group. If any one group is expected to sponsor

too many programs, its members may not work up to capacity, and resentment may be aroused in other groups.

The school assembly should be a clearing-house and common meeting ground for all school activities. Every program on the schedule should broaden and deepen the interest of students in the school, the community, and affairs which are of significance from the point of view of education. There should be programs based on interests and needs of the school at large, regular departmental programs, and programs from extra-curricular activities. This will lead to variety and prevent monotony.

Equally as important as the planning of the schedule is the organization of specific programs. The assembly should be designed as a learning experience for students. Kilpatrick's steps in learning — initiating, planning, executing, and evaluating — serve as an effective pattern for the organization of assembly programs.

PROGRAMS FOR EACH WEEK IN SEPTEMBER

The success of any activity depends upon adequate preparations being made in advance. September is an extremely busy month with the attention of all focused upon organization, but it is essential during the opening month that appropriate programs be presented and that they be carefully planned.

The month is rich in historical dates and events suitable for special-day performances. Among these are: Labor Day, September 3; James Fennimore Cooper's birthday, September

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7; Francis Parkman's birthday, September 16; Constitution Day, September 17; Nathan Hale Day, September 22; and William H. McGuffey's birthday, September 22.

September is a time when students are very much interested in their school and its activities. The assemblies should be arranged so as to capitalize on the interests of students during the month. Programs should emphasize the activities which are getting under way for the year. Of the four programs suggested for September, only one — that for the observance of Constitution Day — deals with a special historical event.

During September, as in other months throughout the year, there will be many activities related to the war which schools will want to emphasize in some of their programs. These can be fitted into programs in the way which is most appropriate to the local conditions. Almost any program can be utilized in arousing interest in and winning support for campaigns and activities which help the war effort.

FIRST WEEK

It is well to start off the first program with one of welcome. This may also serve as the installation of freshmen as members of the school. If there is a student council or some other type of student government organization, a good plan is for its president to serve as chairman of the assembly which will be given under its auspices. The president should give greetings to the school as a whole, then to the faculty, and especially to the entering students. If there are new members of the faculty, he might make mention of the fact. He should take special care to make the freshmen feel at home in their new surroundings. The following outline might prove suggestive to schools in planning the first assembly program:

Chairman—President of Student Council.

1. Salutation to the Flag led by a student.
2. Selections by the school orchestra.
3. Singing led by the director of music.
4. Greetings to all by the president of the student council.
5. Welcoming of freshmen as new members of the school by a representative of the student body.
6. Response by a member of the entering class.
7. Songs led by students. If entering students are from different schools, have each group sing their former school songs.
8. Introduction of the principal, who extends greetings from the faculty and comments briefly on matters of interest to students at the beginning of the year.
9. A short talk on "School Spirit" by an outstanding senior girl.
10. Solo by a student who is talented in music.
11. A short talk on "The Characteristics of Our School" by an outstanding senior boy.
12. Open discussion led by chairman on the question, "What can we as students do to

help our country?"

13. If the time permits, the chairman might call for volunteers to tell of their experiences during the summer vacation.
14. Singing of one verse of "America" led by the director of music.

SECOND WEEK

By the end of the second week in September most of the extracurricular activities will be starting their programs and making plans for the year. Students will be selecting the groups they want to join. It is suggested that the second assembly be somewhat of an orientation program dealing with the place of extracurricular activities in the school. Part of the exercise might be the induction of officers of leading organizations, but too much time should not be devoted to rituals which are usually traditional and not performed for their educational values.

Whenever practical, the participants should be students. In certain instances, however, it may be better to have faculty sponsors explain certain activities. The emphasis should be on what various groups stand for, the things they do, and the part they play in school life. The performance should be made as realistic as possible by letting certain groups give demonstrations.

The assembly committee should choose a competent student chairman for the program. The one selected should possess the skill and ingenuity to preside in such a way to make the program stimulating and interesting and to lead the discussions. The following outline might be useful in arranging such a program:

Chairman—Student Leader.

1. Selections by school band or orchestra.
2. Introductory talk by the director of school activities.
3. A demonstration of the student council in action—at work on some school problem.
4. A skit showing "behind the scenes with the editor of the school paper."
5. Interviews: Arrange for competent students to interview faculty sponsors and leaders of outstanding extracurricular groups on the purposes, significance, and activities of the groups they represent.
6. Short one-act play presented by the dramatic club.
7. Forum discussion led by chairman. Suggested questions: What values do students derive from participation in extra-curricular activities? How do activities teach us to spend our leisure time in worthy pursuits? How do they help us to select worthy life goals? How are they contributing to winning the war?
8. Typical club demonstrations or work — limited to five minutes each: Glee Club, Dramatic Club, Domestic and Industrial Arts Club, Latin Club, and others.
9. Short talk on "Achievements of the School in Extra-Curricular Activities" by a student leader.

10. Pledge of Allegiance and singing by the entire school.

THIRD WEEK

Today most students do considerable reading of newspapers and magazines, listening to the radio, and exchanging ideas in classes and other groups. They are more interested in current affairs of national and international significance than ever before.

An assembly based on current affairs featuring a panel or forum discussion would be appropriate for almost any week in the school year. It is suggested that an assembly of this type be planned for the third week in September, and that it be presented in observance of Constitution Day, September 17.

Prime Minister Churchill stated recently that the Constitution of the United States points the way and could serve as a model for the formation of an international union for future world security. By developing this idea the program can be planned to emphasize the significance of the Constitution in dealing with current problems — both national and international.

The logical group to sponsor the program would be the social studies department. It might be developed as a project of the American Problems or Civics Class. This outline might prove helpful or suggestive in planning the program:

Chairman—A student selected by the sponsoring group.

1. Medley of patriotic airs by the school orchestra.
2. Introductory talk—"The Significance of Constitution Day this Year"—by the chairman.
3. Talk—"The Constitution Points the Way Toward International Security"—by a guest speaker or teacher of social studies.
4. Dramatization of important events in the history of the Constitution by a group of students.
5. Special panel and forum discussion by a group of students studying current affairs on the topic "The Constitution and World Security." A panel of students might develop the idea of what can be learned about international co-operation from the history of the United States under the Constitution, review recent conferences on world security such as Dumbarton Oaks, the Crimea Meeting of the Big Three, and the World Security Conference held at San Francisco in April, and raise questions for discussion. The assembly could then be

turned into an open forum in which these and other questions would be discussed.

6. Following the forum discussion, a teacher might summarize the various points brought out, comment on the significance of today's citizens becoming well-informed on current affairs, and review other problems on which students should form an intelligent opinion.
7. Pledge of allegiance and repeating the "American Creed" led by chairman.
8. Singing of "America, the Beautiful."

FOURTH WEEK

It is suggested that for the fourth week a program of the type called the "pep" assembly be planned to stimulate enthusiasm for football and other school activities. This type of program is sometimes designated as the "booster" or "rally" assembly. Although football should not be overemphasized, authorities admit that a "pep" assembly to stimulate interest in football and other forms of athletics has a place in the modern school. McKown, in his *Assembly and Auditorium Activities*, page 369, explains the merits of the "pep" assembly as follows:

"Working up enthusiasm for approaching games or other events, and for the promotion of various kinds of activities, has become an important part of school life, and because this enthusiasm can best be 'worked up' where there is a gathering of students, 'pep' and booster programs have become staples in our assembly schedule. A crowd is very easily influenced by forceful speakers and actors, and this feeling is heightened by school yells, cheers and songs. As this feeling grows, it becomes more and more contagious, until the whole school is athrill with surcharged emotion for 'our side.' There is a place for this type of program in any school."


The United States is a booster nation, always in the midst of some kind of campaign. The pep assembly situation can be utilized in training boys and girls in desirable social attitudes and ideals. The chief products of this type of assembly should be enthusiasm, loyalty, co-operation, and school spirit or morale. It may be one device in building a great school spirit which may be a sprout from which a great community spirit can grow.

In order to inject as much enthusiasm as possible into the beginning of the school year, it seems fitting that the fourth program be a pep assembly. If certain schools do not place enough stress on football to justify this kind of program, the pep techniques can be used in a program connected with some other school campaign. Many schools have held pep assemblies to promote activities of schools connected with the war effort, particularly in the sale of stamps and bonds. The following might be helpful to schools in planning a pep assembly to create enthusiasm for football, or it may suggest some techniques which could be adapted for assemblies of this type connected with other activities:

Chairman—President of the Student Council.

1. Selections by the school orchestra.
2. Action songs by the assembly. There is no

(Continued on page 347)



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News Notes and Comments

The National Association of Sponsors of Student Participation in School Administration, in spite of the ban on conventions, is carrying on by mail. It is now working in co-operation with the National Association of Secondary School Principals. Adeline M. Smith, president, announces plans for issuing five bulletins of special value to sponsors of student councils.

An audio-visual instruction center was opened at the University of Chicago in March. Appointment of Stephen M. Corey, professor of educational psychology, as its director has been announced by Robert M. Hutchins, president of the university.

Field and office headquarters of TWA from coast to coast have become branches of Ohio State University for a group of young college students who are spending the next six months of their four-year courses working for the airline to gain practical experience.

On account of government restrictions on the use of paper, schools are being urged to renew their magazine subscriptions this spring.

An opportunity for teachers to study international relations this summer in the National Capital has been announced by American University of Washington, D. C. The University will conduct an Institute on the Position of the United States in World Affairs for a period of seven weeks, June 11-July 27, 1945.

"Safety News," a clip sheet by the National Safety Council in the interest of accident prevention, is available from Forrest E. Long, Executive Manager, National Safety Council, 20 North Wacker Drive, Chicago 6, Illinois.

Music War Council of America National Essay Contest

To foster greater interest in and understanding of music's role in the development of democratic culture and civilization, the Music War Council of America is conducting an essay contest for students in junior and senior high schools throughout the United States and its possessions. Three grand prizes and ten honorable mention awards (\$100, \$50, and \$25 war bonds and ten awards of \$10 in war stamps) will be given for the best essays on musical subjects, such as:

- "What Music Means to the Life of My Community"
- "How Music Has Helped the War Effort"
- "How Music Can Help to Preserve Peace in the World"
- "Music, the Universal Language"
- "Why I Like to Play in the School Band"
- "The Music I Like Best"
- "My Favorite Musical Instrument," etc.

In addition to the national awards, entries will

be eligible for additional prizes in many places where elimination contests will be held under the auspices of local or regional sponsors approved by the Music War Council. Where no such local contests are held, all entries should be sent direct to the Music War Council of America, 20 East Jackson Blvd., Chicago 4, Illinois, for judging in the national contest. The closing date will be May 25, 1945. Entries must be forwarded to the Music War Council no later than midnight of that date.

5-Minute War Savings Radio Scripts

A number of short radio scripts for presentation as "mock broadcasts" in high school assembly, over the school's public address system, or over a local radio station are offered by The Education Section, War Finance Division, U. S. Treasury Department, Washington 25, D. C.

"Your High School Record — Does It Count," is the title of a compilation of forms, blanks, records, etc., and direct letters from personnel directors, employing officials, and other officers of many of the nation's best known commercial and industrial institutions, as well as from college authorities and government representatives, describing the qualifications, characteristics, records, etc., demanded of candidates for positions with these concerns. Here is a book which may be used in a number of curricular and extra-curricular settings from the junior high school through the twelfth grade. The students will find it both interesting and profitable. It was compiled by Dr. R. D. Falk of the University of South Dakota, and is published by the South Dakota Press, Pierre, South Dakota.

"Hats off to East Lansing"

The following article appeared in the February issue of the *Crystal*, the Battle Creek Lakeview High School paper, following the basketball game on January 26.

"HATS OFF TO EAST LANSING"

"We all know what sportsmanship is and we also know there are different ways of showing it.

"As far as Lakeview's basketball team is concerned, they all agree that East Lansing has shown sportsmanship of the best quality. Every varsity player will tell you that East Lansing has every qualification of good sportsmanship. Courtesy was expressed not only by the players but by their supporters who came to watch their team play. Their boys also left the locker-room in good shape.

"One thing that makes even a defeated team feel good is to have the other team tell them they played a swell game. This is another of East Lansing's good points. One of our players can tell you that. After the game, one of the East Lansing fellows came up to him and apologized for hitting him by mistake in the game.

"Other schools show good sportsmanship too, but our hats are off to East Lansing."

Commenting on the article, Dr. Dixon said, "I feel that it is the finest tribute to a team that I have ever read."

Mr. Hinchey said, "That article is a great compliment to the student body of E.L.H.S. Excelling in sportsmanship is really excelling in citizenship. A regard for fair play, and expressed kindness toward the other fellow is absolutely necessary if the world is to be a good place for people to live. The golden rule pays the greatest dividends and merits supreme attention."

A Leader in the Stage

During this week in which the annual high school play is presented, it seems natural to comment on the man who has done more perhaps to enhance interest in the dramatic field than has any other resident of Pontiac: William N. Viola, head of the department of speech at Pontiac High School.

For many years Mr. Viola has been heading this department. In connection with it he has been interesting and instructing high school students in the world of the theatre. That he has been eminently successful, all have recognized.

But recognition of his abilities has extended far beyond this community. He has had offers of employment from the dramatic, writing and publishing, as well as the teaching field. For some years he has refused these offers, but he finally has come to the point where he contemplates leaving Pontiac. In fact he has told his close friends that this probably is the last high school play he will direct.

Pontiac will be the loser in the departure of Mr. Viola. This year's play is but one more example of the fine work he does as a director, as well as an example of the splendid ability which the students display under his direction. He is one of a small group of outstanding leaders who have made the local schools notable in their respective fields.—*The Pontiac Daily Press*.

Assembly Programs for September

(Continued from page 345)

- limit to the so-called action songs which may be used in an assembly of this type. Consult the director of music.
3. Presentation of the football captain by the president of the Council, who will then introduce the players of the team.
4. Original poem or parody on the football team by a student.
5. Talk on "Sportsmanship — the Purpose of the Pep Assembly" — by a former graduate.
6. A pep talk by a local citizen or someone connected with the school who is skilled in giving this kind of talk.
7. A booster minstrel sponsored by some school club.
8. Stunts or demonstrations put on by the foot-

ball team.

9. Yells led by cheer leaders.
10. School songs by the assembly.

NOTE: The next article in this series will suggest programs for each week in October and will be published in the September number. The article to be published in September will also contain a compilation of types of assembly programs presented by schools during the past few years. Schools which have outline texts of successful assembly programs and wish to share their ideas with others by having them published, should send them to C. C. Harvey, Box 916, Nyssa, Oregon. Ideas for improving the schedule of weekly programs to be outlined in these articles will also be welcomed.

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AN EDUCATIONAL PROGRAM FOR YOUTH OF SECONDARY SCHOOLS

"Planning for American Youth," National Association of Secondary School Principals, Washington, D. C., is a booklet which contains many ideas which will be found useful by sponsors of activity groups.

The descriptions of the two imaginary programs in "Farmville" and "American City" are based on a report of the Educational Policies Commission, entitled "Education for All American Youth." The following outline of the program to meet the needs of youth for training in the use of leisure time visualized for Farmville is quoted as an example of the wealth of ideas contained in the booklet:

Farmville teachers urge every pupil to develop three types of leisure-time interests: (1) some sport or physical activity; (2) some large group activity like singing, folk dancing, playing in an orchestra, or acting in dramatics, and (3) some hobby that can be pursued alone or with the family.

Farmville makes available many facilities for leisure, such as the following:

1. A yearly community festival with dances, pageants, musicales, exhibits.
2. Twilight sport leagues.
3. A weekly Community Night, rotated among the schools, where whole families may enjoy sports, games, music, dramas, hobbies, and physical activities suited to their ages and interests.
4. Picnics and camp activities.
5. Model kite, airplane, and other hobby contests.
6. Chorus singing, orchestra, and band.
7. Gymnasium, a swimming pool, playgrounds under supervision and open to youth and adults.
8. Handcrafts and hobby instruction.
9. A community and traveling library.
10. Time in school for clubs and discussion groups.

MANY STUDENTS GET WORK EXPERIENCE AT OUR NURSERY

The McClellan Field Nursery, located on the campus of Grant Union High School, North Sacramento, California, was established in January, 1943. The total cost of decorating and repairing the building was \$4,000. Of this amount, we received \$500 from the Sacramento Welfare Association and \$2,500 from the United War Appeals. There are many beautiful murals adorning the walls that were drawn by a former Grant Union student, Lorraine Miller. All of the furniture was made in San Quentin.

Our Nursery takes any children whose parents are in essential war work. We now have approximately 250 children and 32 employees. Buses come to the Nursery and pick up children who attend school. After the school day is over, the buses bring them back to the Nursery. Children too young for school are taught different things at the Nursery, such as art, drama, music, games and sports. Those giving this training are all registered teachers, and classes are run on schedule.

The parents are charged only fifty cents a day for a ten-hour day for each child. The children, in addition to schooling, receive one meal a day, two nourishments, and cod liver oil. They also receive attention on all cuts, bruises, and minor ailments. There is a registered nurse to care for them. The nurse also gives the children shots, with the consent of parents, for typhoid, diphtheria, etc. A doctor from McClellan Field visits each two weeks to give physical examinations.

McClellan Nursery School is supported by federal funds, by funds from the McClellan Field, and by the fifty cents per day from parents. There are classes at Grant Union High School where students learn Nursery school procedure. These students actually work at the Nursery four days each week, under the supervision of Mrs. Anderson, director of the Nursery. This gives students a chance to serve and at the same time to get valuable work experience.—MARIE GABRIEL, Grant Union High School, North Sacramento, California.

FIRST YEAR OF YOUTH CENTER PROVES VALUE OF ACTIVITY

Teen-age youth of Corvallis, Oregon, are now celebrating the first anniversary of their Saturday evening "night spot," Squirrel Inn, as it is called. One of the pioneer projects of its kind in the locality, meetings are held every week when a well-rounded program of recreation is conducted.

This youth center started a year ago when the high school students expressed a desire for more leisure-time activities and facilities. Enthusiasm was aroused, and these students solved their own problem by attempting to interest the public in the matter. Citizens of the community responded royally with the Corvallis Women's Club lending the use of their building for a number of trial meetings. A small admission fee was charged and a fund started and an organization formed.

The name, Squirrel Inn, was chosen in a contest in which the winner received a life-time pass to meetings. The "Inners" now rent the Women's Club Building every Saturday evening. It consists of a large ballroom, a lounge with a fireplace, and a gameroom and snackbar located on the ground floor. The gameroom is well-

equipped with card tables, ping-pong equipment, and comfortable lounging chairs.

A board of directors is the governing body, with officers being elected to six month terms. Meetings of the boards are held every week to take action on such problems as paying bills, planning programs, and discussion of ways to improve the center. Work is carried on through committees such as decorations, clean-up, refreshments, chaperones, and publicity.

The treasury has been built up through the sale of membership tickets, the admission fee charged at the door, and profit from the operation of the snackbar. Parties are alternated every other week with a twelve-piece orchestra from the Army Specialized Training Reserve Program at Oregon State College. This variety in entertainment keeps up interest and insures a good turn-out every week.

If any "teenster" should find himself on the streets of Corvallis some Saturday night with nowhere to go and nothing to do, all he need do to satisfy these wants is to ask the way to Squirrel Inn. — RONALD CLARKE, Junior, and ETHEL M. RANNEY, Journalism Teacher, Corvallis Senior High School, Corvallis, Oregon.

WAR RESULTS IN NEW EMPHASIS ON ART IN CHICAGO SCHOOLS

Art in the Chicago schools is functioning as a major educational instrument, due to a new emphasis growing out of the war. When the eyes of the nation turned to wartime activities, the art department high-lighted the art heritage of America. A radio program was built around the Bill of Rights. A radio series on Pan-American art has been produced, followed by two illustrated handbooks.

Best of all is the contribution which the Pan-American series has made to our own schools. Units of study with subject integration have been worked out in conjunction with the broadcasts. Assemblies have testified to the value of these activities. One of the finest of these was the Mexican assembly, attended by the Mexican consul, at a school where the Mexican student body revealed its strong national heritage in creative activities of school and home.

Exchange exhibits have been planned whereby student work of Latin America will be sent to Chicago in exchange for Chicago public school art exhibits. Definite plans have been made with Peru, Mexico, Chile, Brazil, Argentina, and Cuba.

The art department co-operated with the Pan-American Council of Chicago during Pan-American Week. Eighty art exhibits were planned for Chicago in clubs, stores, museums, art galleries, art schools, libraries, travel bureaus, railroad offices, and bank and office buildings. Some large department stores featured whole sections on Pan-American art.

Student art is expressing the one thing America is fighting for — the right of Americans to be themselves in their own homes. Students

are saying, through pictures and posters, that they are fighting to perpetuate the democratic way of life — the freedom to express themselves by the ballot, through free speech and press, for the freedom to worship as they please, for freedom from want and fear. They want to live like free men. This is what America is fighting for. All these thoughts have come out in the art of students.—WILLIAM H. JOHNSON, Superintendent of Schools, Chicago, Illinois.

"KINGS FOR A DAY" — STUDENTS GAIN EXPERIENCE RUNNING CITY GOVERNMENT

An outstanding event on the activity calendar of the seniors of Saginaw, Michigan, High School is what is called "Student Government Day." I know that similar programs are carried out in other places, but I believe that there is a certain uniqueness in the way we do it.

The plan was born about ten years ago. Members of the school board, parents, students, and the high school principal thought it would be valuable experience to allow the representatives of the senior class to take over for one day the functions of the city government. Unlike other plans in which this mock government is set up in the school itself representing the different city governments, this group laid out a plan in which the students would actually be appointed to office and, for that day, carry out the duties of the same.

Many local citizens were shocked when the idea was first mentioned, but when students showed through direct participation the value of the plan, the attitude changed. The procedure was as follows: In the senior class there were about 700 students, all of whom of course could not participate directly in the program. Thus a method of selection was devised. Members of the class were informed of the plan about a month in advance. Talks were given in senior assembly, outlining the general plan and acquainting students with the various offices. Then students who were interested were advised to write a letter to the special Student Government Selection Committee (members of which were not known to the students) stating their special qualifications and why they were interested in a particular job. With the letters of application, each student candidate for an office was required to secure two letters of recommendation. The Committee (composed of two faculty members and four members of the junior class) then met, read the letters, consulted, and made the various selections. Instead of having direct election by the school, the original committee had discovered through past experience that the officers would not be chosen for ability but due to popularity, and there are many opportunities for such elections throughout the school year. In Saginaw we have the City Manager-Mayor Council type of government. The system gives much opportunity for various types of position for the students to choose from, such as: Directors of Health, Public Works, Police, Fire, and

positions such as Circuit Judge, City Attorney, etc.

In order to clarify the plan by actual illustration, I will use my own experience as a senior in high school. When I first learned of the plan, I decided that the position I'd like best of all would be Fire Chief. I realized it would be a coveted job, because of its possibility; and so, like many of my classmates, I tried to make my application as original as possible. The qualifications of Fire Chief I was not sure I possessed, and I attempted to insert a little humor into the situation. One Saturday I drove around to all the stations in Saginaw with a petition stating their individual desire for me as their Fire Chief. I also made a family album in mock fashion in which I drew caricatures of my family of "fire chief ancestors" with heads of men like Washington, Lincoln, and Jackson to "prove that my background qualified me for the job."

When I was appointed to the position, I was fortunate in respect to the exciting events of the day. The real Fire Chief turned his car over to me and I drove around inspecting the different fire stations and talking with the men about their jobs. There was a fire alarm, and I drove to the scene of action.

At noon there was a luncheon for the student officers sponsored by the American Legion, and in the afternoon the entire group met and discussed the events of the day. When our activities were finished and we returned to our classes the following day, we were all commissioned to appear before the senior civics classes and relate the experiences and lessons of the day before. We felt that through the day spent in running the city government we learned a great deal about local administration and also acquired a deeper appreciation of civic pride.—
RUTH MARY PICARD, Student, University of Michigan, Ann Arbor, Michigan.

MY SCHOOL IS A MINIATURE DEMOCRACY IN ACTION

I should like to introduce to you my school, a true democracy in which self-government is characterized by self-expression and restrained by self-discipline.

At the head of our self-government organization is the Cabinet which is composed of eight students elected to represent the school clubs, the Athletic Council, the Boy and Girl Scouts, the Girls' Club, the Boys' Club, the class projects, and the Student Council. The Cabinet presents to the principal and faculty student viewpoint upon any problem which concerns the student body.

The Student Council is composed of elected representatives from each of the fifty-one home-rooms, and because of its size, functions through its representative in the Cabinet. The major responsibility of the Council is the weekly sale of war bonds and stamps.

To each class is designated a project by which it may serve the school. The freshmen are

charged with the general care of the building and the management of the Lost and Found. The sophomores are hall cadets while classes are in session. The juniors act as cadets during the noon hour. The outstanding example of democracy is the senior project, the administration of the honor study halls.

The honor study halls are under the supervision of nine seniors, each of whom is responsible for all study halls during one period of the day. Each study hall has two monitors, who may send to the chairman of the hour any unco-operative student. The board of chairmen meets weekly to discuss disciplinary cases. It decides if the student is to remain in the honor study hall or whether he is to study for a period under teacher supervision. The effectiveness of the system is remarkable. To be debarred from the honor study halls is disgrace; to become a monitor or study hall board member is the greatest honor. We are proud that our study halls are as quiet as any teacher supervised halls.

The self-government organizations of my school have demonstrated to me what active democracy can be. I have learned lessons of co-operation, service, initiative, and self-control which will always be invaluable to me.—
DEBORAH WELLES, Senior Class, Riverside High School, Milwaukee, Wisconsin.

VOLUNTEER WORK AT A LIBRARY BROADENS SOCIAL INTELLIGENCE

I first learned about volunteer service work and the social agencies it represented, through my teachers at the South High School for Girls, Philadelphia. The many openings were filled voluntarily by my schoolmates and, as I was curious about the operation of a library and also somewhat of a "bookworm," I signed up to do work at the Free Library.

That first afternoon I was assigned to the section called "Books for the Blind," and as I sat waiting for the head of the department, in walked a group of teen-age boys. They were the type of clean-cut fellows you see playing ball in a park or lot after school; but these were blind. A library assistant came up, spoke pleasantly to them, and seated them at a long

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table opposite me. On the table were small cards with the alphabet in Moon and Braille type and embossed volumes in sample wrappings. The assistant wrote down the titles of books the boys wished to read in the library and those they wanted to send to their homes or schools. These volumes are huge and heavy since fewer words can be embossed than printed on a page and the pages are thicker. A book which takes one volume in print requires four to eight books in Moon or Braille type.

One young man requested *Captain Blood*; another a book on radio technology, and a third a book which was out of the library. There was a good deal of friendly bantering and discussion among them, and the boy reading *Captain Blood* grinned as his sensitive fingers uncovered the characters in the story and their descriptions. Occasionally he would stop and repeat the most interesting parts.

It gave me a queer feeling to sit opposite the boys and not have them notice me. I felt detached, because to them I didn't exist. I wondered if in any way they were conscious of my presence. Hearing the cheerful comments of the boys and watching the enjoyment they got from the books, I knew that this social service work was real and made me glad to contribute in a small way to it. I feel that the experience which I received while working at the library helped to broaden my social understanding and intelligence. This participation in community activi-

ties was a valuable lesson in democratic citizenship and one which every school should offer to boys and girls.—ESTELLE RUBIN, South High School for Girls, Philadelphia, Pennsylvania.

SQUARE DANCING IS INTERESTING ACTIVITY AT CENTRAL CITY HIGH

The greatest interest of students in our high school is centered in the activity of square dancing. In the summer when Metropolitan Opera is presented at Central City, Colorado, in our old mountain opera house, Dr. Lloyd Shaw brings his excellently trained high school dancers here for an added attraction. Day after day we watched them performing before a thrilled audience, and finally decided that we could dance as well as they were doing.

Our principal gave us instruction in square dancing for an hour each week. We are able to follow the calls and are developing alertness and grace. We also have learned the old American dances such as rye watz, varsouvianne, polka, schottische, etc. We know enough dances to present an evening's program.

We find that we can have a very enjoyable time engaging in square dancing. It is much more fun than other types of dancing because we exchange partners constantly. We girls know that a graceful movement causes a beautiful whirl in our full skirts; we boys, gracefully

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We have three squares in our small high school of twenty-seven students, so you can see that everyone participates in the activity. The people of our neighboring town have invited us to visit their school and teach their students how to square dance. We are pleased to oblige, as this will give us an opportunity to make new friends and introduce the activity that has made our school more interesting.

Good fellowship, grace, rhythm, exercise, poise and recreation — all enter into our favorite activity. Try it in your school; you'll like it, we know!—Written by EDITH CHASE, ALBERT PALLARO and DOROTHY ROBERTS, students of Gilpin County High School, Central City, Colorado, under the supervision of their principal, Miss Marie Garwood.

ASSEMBLY PROGRAM PROMOTES HEMISPHERE UNDERSTANDING

Social Studies Classes of the Toronto, Ohio, High School have effectively utilized the assembly program as a means of stimulating interest in and understanding of our South American neighbors. The research that preceded preparation of the script, the appeal to all students of

the material presented, and the willingness to approach hemisphere relationships from the viewpoint of our neighbors as well as ourselves combined to make the project eminently worthwhile and constructive.

The suggestion for the program came from work in the American Legion Essay Contest on the theme "The Necessity for Closer Latin-American Relationships." Each of the social science instructors chose two pupils from his class to form a committee which was responsible for the presentation of the assembly. This group of eight wrote the script and selected the cast under the supervision of a teacher.

The first scene, purely informative, was a dialogue between Uncle Sam and Aunt Canada. As Aunt Canada mentioned the grievances of the Latin-American countries toward Uncle Sam, representatives in appropriate costumes gave their views of their country. These included a short history of the country, their type of government, their industries, their way of living, and their feelings toward us. Because of the great importance of the All-American Highway to the Western Hemisphere, it was also personified.

A mixture of information and humor was presented in the second scene. It took place along a South American street where an American boy and girl, John and Mary, are seeing the sights with their Uncle Joe who was an American business man living in South America. A wave of

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A bull fight was the first choice. The bull was a very amusing sight, for it was played by two boys under an artificial head and a blanket. Next came ten senoritas doing the Conga. This was followed by a senor and his senorita singing love songs to each other. The senorita sang, "A Cuban Love Song," and the senor sang, "Besame Mucho," accompanying himself on the Spanish guitar. The program then ended by another senor and his senorita presenting the Tango, after which the senor serenaded his senorita by singing "Brazil."—BARBARA BOWYTZ, PEGGY JONES, BEVERLY BAKER and CATHERINE MILLS, Toronto, Ohio, High School.

The purposes of this production were to raise funds for the council, to arouse community spirit and to develop student talent. It also helped to develop student initiative and responsibility.

Almost every student has talent in some form, shape, or manner, and a project of this kind brings out hidden talent. It also stirs up community spirit to a high pitch, and puffs up the treasury of the council to enormous proportions. —EDGAR SATHER and MARIE JOHNSON, Alexander, Minnesota, High School.

Hockey starts the school year off, and last fall there was a greater turnout for it than ever before. The girls play two afternoons each week under the direction of one of the gym instruc-

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tors. After several weeks of practice, the different high schools of Washington meet in what is known as a "play-day." Each school sends a team, and the different teams are divided up, thus making each team consist of girls from the different schools. These "play-days" not only show interest and understanding of the game but also enable the girls to make new friends and learn teamwork.

After the Thanksgiving vacation, basketball becomes the main sport. Intermural teams are made up of the different girls that are interested in playing. Just before spring a "play-off" is held in which the different teams compete just as they did in hockey.

With spring comes volleyball and baseball. Volleyball is the last indoor sport, and baseball is the last sport of the year. Both of these sports are also characterized by intermural games. The teams are all good and many thrilling and exciting events take place.

For the active part one takes in girls' sports a reward is given. It is the Diamond "T" and is acquired by achieving one hundred points. These points are earned by playing on the different teams and by perfect attendance. The Diamond "T" is the emblem of McKinley and is maroon on a gray background representing the school's colors.

The all-year-round sport is the Girls' Rifle Club. Members are well-trained in the spacious range here at school before entering into national matches. McKinley has always come out

with a very high standing in these matches, and the girls can really hit those bulls' eyes.

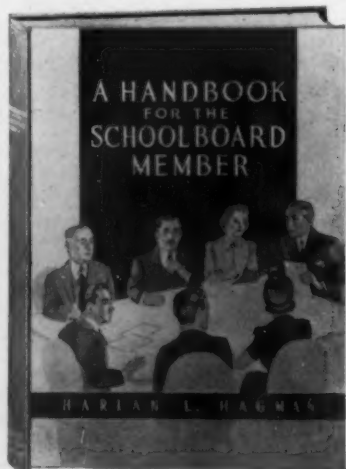
Two other sports which are becoming more prominent are tennis and archery. Due to the fact that the teacher in charge of archery gave up teaching, this Club has been at a standstill lately, but there are hopes of a new organization sometime in the near future. McKinley has a Tennis Club and this is one of the top-notch sports of the school.—BETSY STAFFORD, McKinley High School, Washington, D. C.

HELPING RURAL YOUTH PLAN FOR USE OF LEISURE TIME

In anticipation of the backwash of demoralization of public standards which always follows war, plans should immediately be formulated for the development of wholesome social and recreational life in rural areas. Studies of the American Youth Commission reveal that in pre-war days not more than twelve per cent of the youth between the ages of sixteen and twenty-five in rural America belonged to any organized group.

The churches, 4-H Clubs, Junior Farm Bureau, Future Farmers of America, and every other relevant agency must be enlisted to break this bottleneck of non-participation. Library services, recreational institutes, folk festivals, rural museums, music, and crafts should be multiplied. If these things are good for a minority who often have so much, how much more important

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they are for the vast majority who frequently have so little! Not until we realize the possibilities of rural America can we comprehend the enormous waste permitted by not developing our cultural resources for rural youth. And not until we ponder the dawdling idleness and the tawdry forms of urbanized recreation which, unless diverted, will sweep the country in a period of postwar relaxation, can we know the necessity of planning now for the leisure time of rural youth.

All relevant non-governmental and governmental agencies must converge on this goal, for much of the strength which rural youth will require to cope effectively with the problems of reconstruction will depend upon the character of their social and recreational lives in the critical days that lie ahead.—MARK A. McCLOSKEY, Director, Community War Services, Federal Security Agency, Washington, D. C.

THE FORUM

"Youth Week" in 1944 conducted forums at noon, and at once it was recognized that the students would enjoy these discussions.

In September, 1944, ten pupils gathered to discuss the idea and at a meeting a leader and secretary were chosen. Topics for the month were decided on, and the following Friday the first session of Forum was held at 12:20 in the assembly hall. More than two hundred left the sport field to take part in our first discussion.

Since then, debates, forums, and panels have been held, but the panel has been the most popular.

Some of the topics used were:

If I could vote I would vote for . . . (National Election)

When should youth assume grown-up responsibilities?

Should seventh graders be allowed to vote in first term school elections?

San Francisco Conference in Miniature.

Has America a Foreign Policy?

What are the advantages of having a Youth Week?

Is the Chicago University Plan of education a good one?

Should we have military conscription after the war?

Will our returning soldiers want education; if so, what kind?

Russia, our ally in war. Our ally in peace?—JOEL ALPERT, Susan S. Sheridan Junior High School, New Haven, Connecticut.

TENTH ANNUAL CONVENTION OF THE ARIZONA ASSOCIATION OF STUDENT OFFICERS

Recently Tucson Senior High of Tucson, Arizona, was host school to the tenth annual convention of the Arizona Association of Student Officers. One hundred fifty-one students, all

officers of their student bodies, representing thirty-one high schools attended the one-day meeting. Also present were fourteen sponsors.

The annual convention brings together the leaders of the Arizona high schools. The materials presented are for improvement in student government, activities, school relationships, and student body problems in general.

This year the theme of the convention was "Youth and Post War." Five student speakers, limited to twelve minutes each, spoke on the following subjects: "Education in Peace", "Compulsory Military Training", "The G. I. Bill of Rights", "The Returned Veteran in High School", and "The Arizona Youth Suffrage League."

The mechanics of the convention were kept as simple as possible. The officers of the convention were the student body officers of the host school. Adults do not enter the picture in any way. The Sponsors have their state organization and held their meeting at the same time as the student meeting. The usual program procedure is to register the delegates from 8:00 to 10:00 A.M. and close the meeting at 4:30 P.M. This year a general outdoor assembly was held in the stadium. The visiting student body presidents were introduced to the 2,000 students of Tucson Senior High. A short history of the Association was given by the presiding officer.


Following the assembly, the delegate meeting convened to hear the five speakers. In the afternoon session a panel discussion on the morning topics was held. The entire group took part in this enlightening discussion. The latter part of the afternoon session was devoted to student body government problems. Questions and problems were presented by some, and others responded by pointing out successful practices in their own schools. This discussion time has proven very beneficial in past years. For example, one school had a good budget or activity ticket book and passed the information on. Several schools adopted the idea.

The last few minutes before adjournment was taken up in a business meeting. Location for next year's convention was decided upon, dues collected, and other plans made for the following year. Dues are prorated according to the student body enrollments. The funds are used to pay one-half the expenses of sending the student body president-elect of the next year's host school, to the national convention of the National Association of Student Councils. The other half of the expenses of the trip are paid by the host school. (The national convention

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was discontinued for the duration.)

The state convention will be held in Superior, Arizona, next year.—ANDY TOLSON, Assistant Principal, Senior High School, Tucson, Arizona.

STUDENT GOVERNMENT FUNCTIONS IN LIBRARY ADMINISTRATION

Students participate in the government of the Library at the University of Michigan High School. The vice-president of our Student Council is ex-officio head of the Library Executive Council composed of thirty members — one student to serve as library chairman during each of the thirty periods in the school week.

The Library Executive Council meets twice monthly to discuss rules, needs, and citizenship problems of the library. There are many problems as the Library and Study Hall are combined, and attendance runs from thirty to one hundred students each period. Chairmen check attendance, issue passes to students who want to leave the Library during the period, and look after other details. Accurate records are kept in order to prevent abuse of privileges.

Chairmen must exercise considerable leadership, poise, and dignity in order to be successful. They must have the qualities which other students respect and the ability to work with others. We find that the experience of presiding at the desk develops qualities of fairness and leadership and also appreciation of the things which

make for mutual co-operation and social responsibility.

The rules which govern the library result from discussions in homerooms. The Council usually develops a set of rules which are submitted to homerooms and revised in the light of their suggestions. They are adopted after being discussed and voted upon in homerooms. Last year the chairmen shared in marking all students in citizenship each quarter. We have developed a score card on citizenship in the Library, and it is hoped that in the future this will be used as the basis for the participation of chairmen in marking. It is also worth mentioning that the students found the experience of developing the score card on citizenship a very valuable one.—C. IRENE HAYNER, Librarian, University High School, University of Michigan, Ann Arbor.

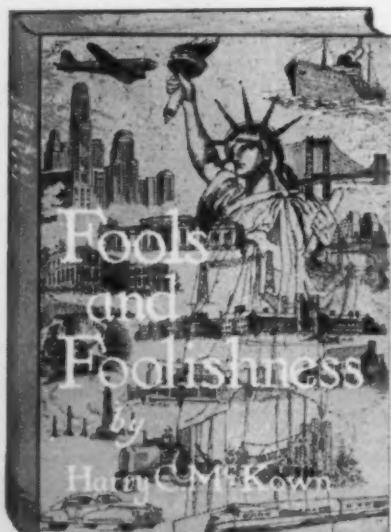
ITEMS IN BRIEF

Those connected with the many Youth Recreation Centers which have sprung up throughout the country readers will find many valuable ideas in the report of community recreation for young people entitled "What About Us?" which is published by the Federal Security Agency, Washington, D. C. The reports from the Subcommittee on Wartime Health and Education to the Committee on Education and Labor of the United States Senate also contain much in-

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formation of interest to those connected with youth groups.

Students of agriculture in the Ellerbe, North Carolina, High School arranged for the use of a town block as a community co-operative market, where farmers regularly brought small surpluses which ordinarily would have been discarded for lack of a market. Assembled, the partial loads filled hundreds of trucks weekly.

High School students of Hamtramck, Michigan, in their "Clean-up and Paint-up" campaign asked on the cleanliness of basements, attics, porches, furnaces, and garages of the community. They conducted a sanitation survey, checking ventilation, waste disposal, etc., with the result that much refurbishing and attendance to community housekeeping resulted. The students themselves cleaned up many of the city's alleys.

The student council of Wausau, Wisconsin, Senior High School raises money by conducting an annual doughnut sale. The sale lasts about a week and five of the local bakeries have joined in the project. They furnish doughnuts at wholesale price, which gives the council a nice profit.

The Thomas Jefferson High School, Los Angeles, California, attempts to give guidance to students in personal grooming. After a committee had struggled with the problem of cleanliness and grooming on the part of students, "A Good Grooming Clinic" was set up. A series of talks was given in physical education classes and students encouraged to go to the Clinic for further advice.

The Brookline School, Pittsburgh, Pennsylvania, has built up a school museum which is outstanding. It occupies a classroom on the first floor where it is accessible to all groups. When the call went out to the student body to collect items for the museum, it resulted in a stream of surprises. Hundreds of items, fitting into almost every field of learning, soon found places on the display tables. Many collectors' items which would do honor to any metropolitan museum were received, such as one of the first mechanical typewriters, schoolbooks almost a century old, a teacher's license dated 1849, old coins and coins of other countries, old newspapers, and firearms actually of the Civil and Revolutionary War periods. Recently, things captured in the present war have been added.

Hi-Kearnian, student newspaper of Kearny, New Jersey, High School, reports that because of the many servicemen who have been home but did not know that their friends were home, the War Service Council has made a book in which servicemen can sign their names and see who is home at the same time.

The chief aim of Samohi, student newspaper of Santa Monica, California, High School, is to

help students and members of the faculty find their places in the war effort. To accomplish this the paper has helped to promote stamp and bond drives; it has advocated conservation and salvage of vital materials; it has helped to popularize student defense units and has informed students of their functions; it has urged the need for students to continue in school; and it has given recognition to groups and individuals who have made a significant contribution to the war effort.

Enrollment in the Monticello, New York, School is about 50 per cent Jewish, 35 per cent Protestant, 15 per cent Catholic. About one per cent are colored. Through a carefully planned program of activities, it has developed a school atmosphere based on mutual respect and understanding among the diverse elements of population. Racial prejudice and antagonism are not problems, due largely to the work of the school council, the school newspaper, assemblies, and the observance of certain events such as Friendship Week and Brotherhood Week.

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Because of the complex interrelation of the various extracurricular activities and interests, many of the articles listed here might properly have been classified under a number of headings. To have listed items more than once would have been confusing, and so they have been placed arbitrarily according to the arrangement that seems most logical. Cross references have not been made, because they would be too numerous for space available and too involved for convenient use.

Items appearing in such departments as As the Editor Sees It, News Notes, and Comedy Cues are not listed in this volume index.



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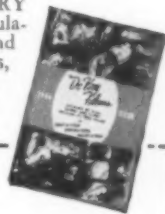
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